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Announcements for 1918-19

Founded A. D. 1839

Mount Morris College Bulletin

PUBLISHED MONTHLY BY MOUNT MORRIS COLLEGE, MOUNT MORRIS, ILLINOIS.

Vol. VII April, 1918 No. 4

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VOL. VII APRIL, 1918 No. 4

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CALENDAR FOR 1918-19

First Term—Nine Weeks.

1918.

Sept. 17, Tuesday.....General Registration
Sept. 18, Wednesday.....Instruction Begins
Sept 18, Wednesday evening.....
"Old Sandstone" Anniversary Convocation
Nov. 15, Friday.....Term Examinations

Second Term—Nine Weeks.

Nov. 18, Monday.....Registration of New Students
Nov. 28, Thursday.....Thanksgiving Day
Dec. 20, Friday evening.....Holiday Vacation Begins
Dec. 31, Tuesday.....Instruction Resumed

1919.

January 23 and 24.....Mid-Year Examinations

Third Term—Nine Weeks.

January 25, Saturday.....General Registration
January 27, Monday.....Instruction Begins
March 28, Friday.....Term Examinations

Fourth Term—Nine Weeks.

March 31, Monday.....Instruction Resumed
May 22, Thursday Evening.....Senior Prayer Meeting
May 23, Friday evening.....
Sharer Oratorical Contest, Philorhetorian
May 24, Saturday evening.....
Annual Oratorical Contest, Amphictyon
May 25, Sunday.....Convocation
Morning.....Bible and Missionary Service
Evening.....Baccalaureate
May 26, Monday evening.....Business Department
May 27, Tuesday evening.....Music Department
May 28, Wednesday evening.....College Commencement
May 27 and 28.....Final Examinations
May 29, Thursday.....Class and Alumni Day
May 30, Friday morning.....General Commencement

ADMINISTRATIVE OFFICERS

GENERAL EDUCATIONAL BOARD.

D. W. Kurtz, President.....McPherson, Kansas
D. M. Garver, Vice-President.....Trotwood, Ohio
J. H. B. Williams, Secretary-Treasurer.....Elgin, Illinois
J. S. Flory.....Bridgewater, Virginia
D. C. Reber.....Elizabethtown, Pennsylvania

BOARD OF TRUSTEES.

Term expires 1919.

John Heckman.....Polo, Illinois
David M. Shorb.....Surrey, N. Dakota
J. Edson Ulery.....Onekama, Michigan

Term expires 1920.

J. P. Holsinger.....Mount Morris, Illinois
George W. Miller.....LaPlace, Illinois

Term expires 1921.

Olin F. Shaw.....Milledgeville, Illinois
J. K. Miller.....Cedar Rapids, Iowa

Term expires 1917.

Clarence W. Lahman.....Franklin Grove, Illinois
Charles B. Rowe.....Dallas Center, Iowa
W. D. Grove.....South English, Iowa
J. E. Miller.....Elgin, Illinois

Term expires 1918.

William Lampin.....Polo, Illinois
W. O. Tannreuther.....Waterloo, Iowa

Officers.

Clarence W. Lahman.....President
Olin F. Shaw.....Vice-President
John Heckman.....Secretary-Treasurer

Executive Committee.

John Heckman William Lampin
Olin F. Shaw

FACULTY.

J. S. Noffsinger, A. M., President and Professor of Education. A. B., Mount Morris College; A. M., University of Chicago; Instructor, Public Schools, Dayton, Ohio, 1904-06; Bethany Bible School, 1906-08; Assistant Instructor, Mount Morris College, 1908-10, 1912-13; Assistant Principal, Provincial High School, Neuva Vizcaya, Philippine Islands, 1910-12; Superintendent of Schools, Ashton, Illinois, 1913-15; Acting President, Mount Morris College, 1915; President, Mount Morris College, 1916.—(Absent on leave 1918—19).

Levi S. Shively, A. M., Ph. D., act. President and Professor of Mathematics and Physics. A. B., University of Michigan, 1908; A. M., University of Chicago, 1916; Ph. D., University of Chicago, 1917; Assistant in Mathematics, University of Michigan, 1907-1908; Professor of Mathematics and Physics, Mount Morris College, 1908-15; Graduate Scholar in Mathematics, University of Chicago, 1915-17; Professor, Mount Morris College, 1917—.

M. M. Sherrick, A. M., Litt.D., Registrar and Professor of German and Philosophy. A. B., Coe College, 1896; University of Chicago, 1899; A. M., University of Michigan, 1902; Litt. D., M. M. C., 1917; Instructor, Mount Morris College; Principal, Idaville Township High School, 1897–98; Professor, North Manchester College, 1898–1900; Professor, Muncie Normal University, 1900–01; Principal, Mt. Pleasant High School, 1902–04; Professor, North Manchester College, 1904–06; Professor, Mount Morris College, 1906—.

M. W. Emmert, A. B. D. D., Professor of Biblical Literature, *on the Shearer Memorial Fund, founded by Philip A. Shearer, in memory of his deceased daughter, Stella.* A. B., Mount Morris College, 1909; Divinity School of Chicago University; D. D., M. M. C., 1917; Instructor in Public Schools, 1891-92, 1895-96; Instructor, Mount Morris College, 1900-03; Professor, Mount Morris College, 1904—

Mildred E. Hinds, A. M., Professor of Biology. B. S., Northwestern University, 1912; A. M., Northwestern University, 1913; Puget Sound Marine Station, 1917; Elected into

Phi Beta Kappa, 1912; Graduate Scholar in Botany, Northwestern University, 1912:13; Substitute Instructor, New Trier High School, 1913; Instructor, Oregon High School, 1914-1916; Professor, Mount Morris College, 1916-18.

Edna M. Robinson, A. M., Ph. D., Professor of English, A. B., University of Chicago; Head of English Department, Hardin College, Mexico, Missouri, 1912-13; University of Chicago, 1913-15; A. M., University of Chicago, 1915; Graduate student of English, Greek and Germanic Philology in Johns Hopkins University, 1915-17; University Scholar in English, 1915-16; University Fellow in English, 1916-17; Ph. D., June, 1917; Professor, Mount Morris College 1917—.

Genevieve Bergstresser, B. S., A. M., Professor of History. B. S., Coe College, 1912; A. M., University of Chicago, 1917; Instructor Hanover High School, 1912-13; History Instructor, Cedar Rapids Departmental Schools, 1913-14; 1915-1916; Head of History Department, High School, Tipton, Iowa, 1914-15; Scholar in History, University of Chicago, 1916-17. Professor Mount Morris College, 1917—.

John Woodard, B. S. in Agr., M. A., Professor of Agriculture. B. S. in Agr. University of Missouri, 1911; Illinois Soil Survey, 1911-13; M. A., University of Missouri, 1914; Ohio Soil Survey, 1914-15; Graduate Student, Johns Hopkins University, 1915; Head of Soil Survey, Ontario Agriculture College, 1915-18; Professor of Agriculture, Mount Morris College, 1918—.

A. J. Brumbaugh, A. M., Professor of English and Education. A. B. Mount Morris College, 1914; A. M. University of Chicago, 1918; Superintendent of Consolidated Schools, 1909-10; Superintendent of Mount Morris Public Schools, 1914-15; Professor, Mount Morris College, 1915—.
(On leave of absence for graduate study.)

Charlotte Easton, A. M., Professor of Biology. A. B., Oberlin College; A. M., Oberlin College; Graduate University of Michigan Training School for Nurses; Instructor in Botany, Oberlin College, 1915-17; Instructor in Science, Portsmouth High School, (Ohio), 1917-18; Professor of Biology, Mount Morris College, 1918—.

ERNEST L. HIGHBARGER, A. B., Professor of Greek and Latin. A. B., Mount Morris College, 1908; Graduate student of Greek, Latin and Comparative Philology in Johns Hopkins University 1908-12; University scholar in Greek, 1908-09; University Fellow, 1909-11, and Fellow by Courtesy, 1911-12; Instructor in Greek in the Catholic University of America, Washington, D. C., 1912-16; Fellow in Greek in University of Chicago, 1916-17; Professor Mount Morris College, 1917-18.

NORA L. REBER, A. B., Assistant Professor of English. A. B., Mount Morris College, 1917; Ph. B. Elizabethtown College, 1913; Bethany Bible School; University of Chicago; Asst. Professor Mount Morris College, 1917-18.

A. R. EIKENBERRY, A. B., Acting Professor of Agriculture, A. B., Mount Morris College, 1917; University of Illinois, Summer terms of 1916, 1917; Act. Professor, Mount Morris College, 1917-18.

DOROTHY SHERRICK, A. B., Instructor in French. A. B. Mount Morris College, 1917.

KATHERINE MILLER, Instructor in Voice and Theory. Graduate Music Teacher's Course, Blue Ridge College, 1906; Postgraduate Work in Voice, Piano, and Harmony; Pupil of E. T. Hildebrand, Roanoke School of Music; Pupil of Dr. B. C. Unseld of New York, and of D. A. Clippenger of Chicago, 1914-15; Vocal Director, Blue Ridge College, 1907-08; Director of Music, Daleville College, 1908-10; Vocal Director, Elizabethtown College, 1911-13; Instructor in Voice, Mount Morris College, 1915-18.

EDITH M. LING, MUS. G., Instructor in Piano and Theory. Mus. G., Northwestern University, 1913; Morningside College; Practice Teaching at Northwestern University Settlement, 1912-13; Instructor in Piano and Theory, Mount Morris College, 1913-18.

MRS. I. R. HENDRICKSON, Instructor in Art. Zanerian Art Institute; Chicago Art Institute; Columbus Art Institute; Instructor at Lamar College, 1898-1900; Mount Morris College, 1910—.

IRENE VAN DYKE, Instructor in Public Speaking and assistant in English Department. Juniata College, Graduate of Columbia College of Expression, 1917. Mount Morris College.

ROY C. LONG, B. Accts. Head of Commercial Department B. Accts., Mount Morris College, 1915.

SARAH S. SHUTT, Instructor in Shorthand and Typewriting, Mount Morris College.

MIRIAM ROSECRANS, Instructor in Latin., Mount Morris College.

FRANCES PROWANT, Instructor in Algebra, Mount Morris College.

ANDREW BUTTERBAUGH, Instructor in Manual Training, Mount Morris College.

MRS. ELLA WEIAND, Instructor in Sewing, Mount Morris College.

MRS. MINA CULLER, Instructor in Cooking, and Matron, Mount Morris College.

ETHEL FIKE, Assistant Instructor in Music, Mount Morris College.

WALTER K. MAHAN, Instructor in Spanish, Mount Morris College.

PAUL BECHTOLD, Assistant Instructor in History, Mount Morris College, Blackburn University.

HUGH BONAR, Assistant in Physics, Mount Morris College.

MERLE CULLER, Assistant in Chemistry, Mount Morris College.

COMMITTEES.

Committee on Credits—

M. M. Sherrick.
L. S. Shively.
E. L. Highbarger.

Committee on Catalogue—

J. S. Noffsinger.
M. M. Sherrick.

Committee on Religious Activities—

M. W. Emmert.
Nora L. Reber.
A. R. Eikenberry.

Committee on Athletics—

E. L. Highbarger.
L. S. Shively.

Committee on Social Activities—

Mrs. Culler.
Mildred Hinds.
Edith M. Ling.

Part I.

GENERAL DESCRIPTION

PART I. GENERAL DESCRIPTION

LOCATION.

Mount Morris, the seat of Mount Morris College, is situated one hundred miles west of Chicago. It is a beautiful, wide-awake town with the usual necessary places of business. The public schools are good and the four churches are in a prosperous condition.

HISTORY.

Over three-quarters of a century ago, some of the leading men of "Rock River Settlement" determined to establish in their community a school of higher education. Among these were Rev. Thomas Hitt, John Wallace and Nathaniel Swingley. July 4, 1839, the corner stone of "Rock River Seminary" was laid, the first building on what is now Mount Morris College campus. On the first Friday in November, 1840, the institution was opened, with Joseph N. Wagoner as its head.

The present "Old Sandstone" was the second building on the campus. In 1850, the Trustees decided to construct "a new seminary building forty by one hundred feet, four stories high." Later, twenty feet were added to its length. The contract for the walls was made in 1851, but lack of means retarded the work. In 1854, it was estimated that it would require six thousand dollars to complete it. Galena limestone was used, and its resemblance to sandstone accounts for the name in after years applied to the structure.

In 1878-9, the growing sentiment among the Brethren led to their acquisition of Rock River Seminary. Among those who strongly favored the movement were M. S. Newcomer, John H. Moore, M. M. Eshelman, Samuel C. Price, John Price, Daniel Wingert and D. L. Miller. Elder M. S. Newcomer took the initiative and negotiated the purchase, having associated with him J. W. Stein, of Missouri, who was to become President of the institution.

The money was raised by the Brethren and their friends who were interested in the school project. Following this, D. L. Miller purchased a third interest in the enterprise and became a member of the Board of Trustees, and was elected Secretary

and Business Manager of the institution. A sum of seven thousand dollars was spent immediately, in improving the buildings.

In 1883, Elder J. G. Royer first became associated with "Old Sandstone," and the following year was elected President, which position he occupied for twenty years. In 1904, upon his resignation, Elder J. E. Miller was elected President of "Mount Morris College," and with him in its management were Professors D. D. Culler, M. W. Emmert, George W. Furrey and W. J. Miller. Gradually, as the College had grown, various buildings had been added (see description of buildings).

On January 15, 1912, "Old Sandstone" building burned, but the walls remained standing and from the material in these a new "Sandstone" was constructed.

In 1915, J. E. Miller resigned and John S. Noffsinger was elected President.

GOVERNMENT AND AIM.

Mount Morris College is controlled by six State Districts of the Church of the Brethren, from which are chosen the Trustees.

The College aims not only to prepare students for life, but also to give them during their college days a sample of life. Unless education inspires to right living, it is a failure. The best education has a proper regard for the physical, moral and religious, as well as for the intellectual welfare of the student body. Though under the control of the Church of the Brethren and conducted in harmony with its principles of pure, simple, upright and temperate habits of life, and of modest attire, the College offers a thoroughly practical education to all worthy aspiring students without regard to creed or sect.

GROUNDS.

The College campus includes about seven acres in the central part of town. It is shaded by tall maples with here and there clumps of evergreens. It includes flower beds, croquet grounds, and three tennis courts.

BUILDINGS.

College Hall.

This was built in 1890. It is a three-story brick building, seventy-two by one hundred twenty feet. On the first floor are the new chapel, five recitation rooms and two cloakrooms. On the second floor are the offices of the President and the Business Manager, the bookstore, recitation rooms, and the business school. The third floor contains two recitation rooms and the Society Halls.

"Sandstone."

Built 1852-55, "Old Sandstone" was partially destroyed by fire, January 15, 1912. It was rebuilt as a Library and Science Hall in 1912-13. Here are located the laboratories for Physics, Biology, Chemistry, Agriculture and Domestic Science. These laboratories are large, thoroughly equipped and especially adapted to the needs of the several subjects. On the fourth floor are a hall for the Ciceronian Club and rooms for social events.

Ladies' Hall.

In 1893, this replaced the original "Old Sandstone," which had stood since 1839. It is a three-story brick structure above a stone basement, thirty by eighty feet. In the basement are the kitchen and the large, well-lighted, cheerful dining room. With the exception of the parlor and matron's room on the first floor, the building is given over to dormitories for the girls. It is furnished with city water, toilets and bathrooms.

Men's Dormitory.

This was constructed in 1912-13. It is a thoroughly modern building of brick with white stone entrance and trimmings, five stories high, including the attic which is used for sleeping purposes. Only single beds are used. There are toilets with showers on every floor.

The Auditorium-Gymnasium.

In 1908, the Auditorium-Gymnasium was erected. It is a brick building, sixty by eighty feet, with basement, main floor and gallery, with a seating capacity of one thousand. It contains an

office, five music rooms, and a large gymnasium well equipped. In the basement are shower baths, lockers, and the workshop of the Manual Training Department.

The Central Heating Plant.

This was installed in 1912. Three large boilers furnish steam which is carried to the six College buildings by the vacuum system. The plant is located across the street from the campus.

BOOKSTORE.

On the second floor of College Hall is a bookstore, where texts and other books may be purchased at regular rates. Books not on hand may be ordered and usually are shipped from Chicago in the course of one or two days. Stationery and other student supplies may also be purchased at reasonable rates.

THE LIBRARY.

The library is located in "Old Sandstone." The reading room is well lighted, by windows, and by night by electricity which shines through large semitransparent shades that soften the glare. The lower floor is a general room, and contains encyclopedia, dictionary, and a rack of current magazines and journals. The upper reading room is set aside for the use of upperclassmen and has a shelf of reserved books in use for collateral reading in connection with courses being given. Back of this, beside the stacks, is an alcove separate from the other reading rooms; this is used by debating teams who are working up material and for similar purposes.

Catalogued in the general library are about four thousand, seven hundred (4,700) volumes. There are also between four and five thousand volumes, donated by Congressman Hitt, which as yet, are not catalogued. In addition to these there are about three hundred (300) bound volumes of magazines, two thousand, five hundred (2,500) agricultural bulletins, and three thousand (3,000) public reports and documents, the last largely documents of the federal government, such as annual volumes of the Congressional Record. The system of cataloguing is based on the "Dewey Decimal Classification and Relative Index."

In addition to the regularly catalogued list of books, there is the **Cassel Library,** numbered and listed separately. This was the gift of a member of the early Brethren Church, Abram Cassel, of Harleysville, Pennsylvania. It is one of the most interesting phases of the College Library, containing many antiques among books published in the sixteenth, seventeenth and early eighteenth centuries. It includes a number of valuable Bibles. This collection of books covers all fields of knowledge and comprises about twenty thousand (20,000) volumes, including 2,000 works in German, and also about twenty thousand (20,000) tracts, pamphlets, journals, magazines, and newspapers.

Bishop D. L. Miller recently donated his entire library, consisting of about four thousand, five hundred (4500) volumes, to the College Library. Bishop Miller has been a loyal supporter of the College for many years and the liberal donation at this time will prove of immense value. The books cover a wide range of material, containing valuable information along literary, scientific, religious and other lines of educational advancement.

The final total for the College library is now about thirty-four thousand volumes (34,000), in addition to twenty thousand (20,000) pamphlets and tracts.

The library is open from 7:30 A. M. to 7:00 P. M. each school day and from 1:30 to 4:00 on Saturdays.

MUSEUM.

The Mount Morris College Museum, in connection with our library, is a source of great curiosity as well as information. In addition to the many curios and articles of interest, which had been gotten partly by purchase and partly by gift in previous years, has been added about seven thousand and five hundred (7500) different pieces. This last large collection is a donation by Bishop D. L. Miller and consists of curios, as well as articles of use, from the countries of India, China, Japan, Australia, Palestine, Syria, Egypt, Greece, Africa, United States and many other lands. In the list may be found various articles of wearing apparel and ornaments, implements for labor, a variety of shells, odd coins, precious stones, samples of literature, articles used about the homes, sprays of plants and trees, tokens of religion as gods, beads, etc., many relics of Biblical and historical renown, and other articles too numerous to mention, which have been

gathered from all of the countries visited. Bishop Miller has been around the world several times and these articles are taken from actual life, either in the past or present, in these various countrie . Bishop Miller has explained the various pieces to the students on different occasions, and by his generous donation at this time has given the College Museum a priceless gift which we very much appreciate and for which we feel much indebted to him.

Additional gifts will be gladly received from those who have specimens of more than ordinary interest.

ENDOWMENT.

During the summer of 1917 an intensive endowment campaign was launched covering our entire school territory. As a result the available amount of cash endowment was raised to $213,000. This sum has been dedicated as "The J. G. Royer Memorial Endowment," in memory of Bishop J. G. Royer, who was President of the college from 1884 to 1904.

By means of endowments many worthy young people are enabled to secure an education and the College is able to secure better teachers. At the present rate of development the College will soon need an endowment of at least $500,000.

LEGAL FORM OF BEQUEST.

Those who desire to remember the work here, in making their wills, may find helpful the following form of bequest, to be inserted in addition to other clauses;

"I hereby give, devise and bequeath unto Mount Morris College, of Mount Morris, Illinois, a corporation organized and existing under the laws of the State of Illinois, the sum of.....dollars, to be paid out of any real or personal estate owned by me at my decease."

LEGAL FORM OF FOUNDING A SCHOLARSHIP.

"For the purpose of founding a scholarship, I hereby give to Mount Morris College of Mount Morris, Illinois, the sum of .....Dollars, to be held in trust, the income to be applied annually toward assisting some worthy young man or woman in preparation for the Ministry of the Gospel or Missionary work."

THE ANNUITY PLAN.

Many people wish to devote a portion of their property to active Christian work, but where their income is limited they are unable to give as much as they would like during their lifetime.

To meet this situation and enable Christians to apply their money to the training of young men and women for Christian service and at the same time provide a suitable income for themselves during life, the College receives the donor's money in any amount, small or large, and issues a bond, whereby it agrees to pay an annuity during the donor's life, based upon age. These bonds are amply secured by the assets of the College. Its present plant, including real estate, buildings, furniture and fixtures, is valued at more than one half million dollars.

THE ADVANTAGES OF AN ANNUITY.

1. The donor has the satisfaction of seeing his money applied in a way of his own choice.
2. The cost of the administration of his estate is avoided.
3. The possible contest of a will, or other litigation, is avoided.
4. The annuity is paid promptly.
5. The security is perfectly safe.
6. The money is doing good continually.

For further particulars address the President, Mount Morris College, and he will be glad to explain further.

SCHOLARSHIPS AND PRIZES.

The assignment of scholarships is in charge of a committee appointed by the Board of Trustees. Those applying should make application through the President.

Missionary Scholarships.

These scholarships are for those preparing for the mission field, either home or foreign.

The Rosenberger Scholarship was endowed by Elder I. J. Rosenberger and Mary Rosenberger of Covington, Ohio. It provides every year one year's tuition and is awarded by Elder I. J. Rosenberger during his life.

The Early Scholarship was endowed by Mr. and Mrs. Noah Early, of South Bend, Ind. It pays the holder the income on $700 and has been available since 1902.

The Flory Scholarship was endowed by Mr. and Mrs. A. M. Flory, of Mount Morris, in memory of their son, Henry D. Flory. It pays the holder $25 a year; available since 1902.

The Delp Scholarship was established in 1907, by Peter Delp, of Liscomb, Iowa. It pays for the education of some student who is preparing to do mission work among the negroes of the South, the income on $1,000.

The Christian Workers' Scholarship is supported by the Christian Workers' Societies of Mount Morris, Pine Creek, Polo and West Branch. It pays not less than $100 to the holder and was first available in 1913.

NOTE:—Those receiving any one of the above scholarships pledge themselves to active mission work either on the home or foreign field. Those failing to enter active mission work within a period of two years after leaving school, shall refund to the college all amounts received together with interest at the rate of five per cent.

College Scholarships.

The following scholarships are offered by the Trustees of the College:

An Honor Scholarship is given to the student passing the best final examination each year under each County Superintendent in the state of Illinois; these scholarships pay one-half tuition in Academy, or in School of Agriculture or of Business.

An Honor Scholarship will be awarded to the honor graduate of any accredited high school in the state of Illinois. These scholarships pay one-half tuition during freshman year in the College.

Ministerial Scholarships will be awarded upon application to all ministers of the Gospel in attendance. These scholarships pay at least one-half tuition during the entire period of residence. Those receiving them are required to pledge themselves to the active Christian ministry, and in the event that they fail to enter the active ministry within two years after leaving school the amounts received shall be refunded to the college together with interest at the rate of five per cent.

The Lowden Prizes.

Through the kindness of Colonel Frank O. Lowden, one hundred dollars is offered in prizes each year as follows:

1. Class Prize. For year students in classes in Agriculture who hold first and second rank.

First prize, twenty-five dollars.
Second prize, fifteen dollars.
Third prize, ten dollars.

2. Essay Prize. Open to all students. For best essays on agricultural subjects:

First prize, twenty dollars.
Second prize, fifteen dollars.
Third prize, ten dollars.
Fourth prize, five dollars.

Mrs. Lowden's **Domestic Science Prizes** of $100 to be divided between Domestic Science and Art Departments.

Part II.

THE COLLEGE

PART II. THE COLLEGE

ENTRANCE REQUIREMENTS OF THE COLLEGE.

An applicant for admission to the College must offer credit for fifteen units of high school or other secondary school work, so chosen as to include:

I. Subjects prescribed (see List A below).

II. Enough electives to make up the required total of fifteen units. A unit is the amount of work represented by the pursuit of one preparatory subject, with the equivalent of five forty-minute recitations or four fifty-minute recitations a week, through thirty-six weeks; or, in other words, the work of 180 recitation periods of forty minutes each, or the equivalent in laboratory or other practice.

Units Prescribed.

Of the fifteen units required, the following 8½ units, constituting List A, are prescribed for admission to the freshman class in the College and no substitutes are accepted.

List A. Units Prescribed by All Departments.

English Composition	1 unit
English Literature	2 units
Algebra	1½ units
Plane Geometry	1 unit
Physics, or Chemistry, or Botany, or Zoology, with lab.	1 unit
Foreign Languages	2 units
Total, List A	8½ units

Electives.

The remainder of the required fifteen units—after those prescribed have been counted—must be made up from the subjects in Lists B and C below. Only two units from List C may be offered. No subject is accepted for an amount less than the minimum, or greater than the maximum, mentioned in the lists. For a description of the subjects required and accepted for admission, see below. List B. Electives.

Astronomy	18 weeks	½ unit
Botany	18 or 36 weeks	½ or 1 unit
Chemistry	36 weeks	1 unit
Civics	18 or 36 weeks	½ or 1 unit
Commercial Geography	18 or 36 weeks	½ or 1 unit

Economics and Economic History	18 or 36 weeks	½ or 1 unit
English (4th unit)	36 weeks	1 unit
French	36 to 144 weeks	1 or 4 units
Geology	18 or 36 weeks	½ or 1 unit
Geometry, Solid and Spherical	18 weeks	½ unit
German	36 or 144 weeks	1 or 4 units
Greek	36 or 108 weeks	1 or 3 units
History	36 to 144 weeks	1 or 4 units
Latin	36 to 144 weeks	1 or 4 units
Physics	36 weeks	1 unit
Physical Geography	18 or 36 weeks	½ or 1 unit
Physiology	18 or 36 weeks	½ or 1 unit
Spanish	36 to 144 weeks	1 to 4 units
Trigonometry	18 weeks	½ unit
Zoology	18 or 36 weeks	½ or 1 unit

List C.[1] Limited Electives.

Agriculture	36 to 108 weeks	1 to 3 units
Bookkeeping	36 weeks	1 unit
Business law	18 weeks	½ unit
Commercial Arithmetic (taken after Algebra and Plane Geometry)	18 weeks	½ unit
Domestic Science	36 to 72 weeks	1 to 2 units
Drawing	18 or 36 weeks	½ or 1 unit
Manual Training[2]	36 to 72 weeks	1 to 2 units
Music	36 to 72 weeks	1 to 2 units
Shorthand and Typewriting	36 to 72 weeks	1 to 2 units

(Shorthand and typewriting must be offered together; no credit is given for either one offered separately.)

Summary.

The requirements listed above may be summarized as follows:

I.	List A (prescribed)	8½ units
II.	Electives (not more than three units from List C)	6½ units
		15 units

Methods of Admission.

The credits required for admission to the College as detailed above may be secured:

[1]The subjects named in List C must be taught in accordance with specifications which are set forth in the High School Manual.

[2]In giving credit for manual training, the College specifies that the work is to be done by competent teachers, and that credit shall not exceed one unit for 360 forty-minute periods of work, including the necessary drawing and shop work.

(a) By examination.
(b) By certificate from an accredited high school or other secondary school.
(c) By transfer from another university or college of recognized standing.

I. Admission by Examination.—The College entrance examinations are given at the College in Mount Morris, three times in each year; in September, immediately before the opening of the fall semester; in February, shortly before the opening of the spring semester; and in June.

These examinations cover all the subjects required or accepted for admission, as outlined in the "Description of Subjects Accepted for Admission" on pages below.

II. Admission by Certificate from an Accredited Preparatory School.—Blank certificates for students wishing to enter the College by certificate from an accredited high school or academy may be had of the Registrar. They should be obtained early and should be filled out and sent in to the Registrar for approval as soon as possible after the close of the high school year in June.

Entrance credits will be accepted on certificate from the following sources:

1. From schools accredited by the North Central Association of Colleges and Secondary Schools.
2. From schools accredited to the state universities which are included in the membership of the North Central Association of Colleges and Secondary Schools.
3. From the state normal schools of Illinois and other state normal schools having equal requirements for graduation.

III. Admission by Transfer of Entrance Credits from Other Colleges or Universities.—A person who has been admitted to another college or university of recognized standing will be admitted to this College upon presenting a certificate of honorable dismissal from the institution from which he comes and an official statement of the subjects upon which he was admitted to such institution, provided it appears that the subjects are those required here for admission by examination or real equivalents. No substitutes will be accepted for the subjects prescribed as indicated above.

For admission to advanced standing by transfer of college credits, see below.

Students intending to transfer to Mount Morris College should send an official statement of their college credits, accompanied by a summary of their preparatory work and by a letter of honorable dismissal, to the Registrar as early in the summer as possible.

Admission as Special Students.

Persons may be admitted as special students, provided they secure the recommendation of the professor whose work they wish to take. They must give evidence that they possess the requisite information and ability to pursue profitably, as special students, their chosen subjects.

Admission to Advanced Standing.

After matriculation, an applicant may secure advanced standing, either by examination or by transfer of credits.

I. By examination.—Advanced standing is granted only by examination unless the applicant is from an approved school.

II. By transfer of credits.—Credits may be accepted for advanced standing from another university or college of recognized standing, from a state normal school, or from an approved high school (not more than the equivalent of one unit unless the high school course exceeded four years in length). An applicant for advanced standing by transfer must present a certified record of work done in the institution from which he comes, accompanied (except in cases of transfer from high schools) by a letter of honorable dismissal. Students intending to transfer to Mount Morris College should send their credentials to the Registrar as early in the summer as possible.

Description of Subjects Accepted for Admission.

The amount of work in each of the foregoing subjects which corresponds to the minimum number of credits assigned is shown by the description of subjects below:

I. Agriculture: Courses in agriculture should be arranged for periods of not less than thirty-six weeks. Such a course may be accepted for one unit of entrance credit, and two such courses may be accepted for two units, provided the work covered by each course is so closely related in its parts as to constitute one of the generally accepted divisions now recognized in agricultural work. At least one-half the time should be devoted to laboratory work, and notebooks should be presented.

II. Algebra: Fundamental operations, factoring, fractions, simple equations, involution, evolution, radicals, quadratic equations and equations reducible to the quadratic form, surds, theory of exponents, and the analysis and solution of problems involving these.

III. Astronomy: In addition to a knowledge of the descriptive matter in a good textbook, there must be some practical familiarity with the geography of the heavens with the various celestial motions, and with the positions of the conspicuous naked-eye heavenly bodies.

IV. Bookkeeping: The unit of work in bookkeeping for College entrance should consist of a working knowledge of both single and double entry bookkeeping for the usual lines of business. The student should be able to change his books from single to double entry and from individual to proprietorship. At least one set of transactions should be kept by single entry and at least two sets of double entry, in which the uses of the ordinary bookkeeping books and commercial papers would be involved. The student should be drilled in the making of profit and loss statements and of balance sheets and should be able to explain the meanings of the items involved in both kinds of instruments. The work should be done under the immediate supervision of a teacher, and the student should devote at least ten periods of not less than forty minutes' full time in class each week for one academic year.

V. Botany: A familiar acquaintance with the general structure of plants, and of the principal organs and their functions, derived to a considerable extent from a study of the objects, is required; also a general knowledge of the main groups of plants; and the ability to classify and name the more common species. Laboratory notebooks and herbarium collections should be presented.

VI. Business Law: The amount of business law which is accepted is indicated by the ground covered in any of the ordinary textbooks on the subject, such as Spencer's Elements of Commercial Law, Burdick's Business Law, and White's Elements of Commercial Law.

VII. Chemistry: The instruction must include both textbook and laboratory work. The work should be so arranged that at least one-half of the time shall be given to the laboratory. The course as it is given in the best high schools in one year

will satisfy the requirements of the College for the one unit for admission. The laboratory notes, bearing the teacher's indorsement, must be presented as evidence of the actual laboratory work accomplished. Candidates for admission may be required to demonstrate their ability by laboratory tests.

VIII. Civics: Such an amount of study of the American government, its history and interpretation, as is indicated by any of the usual high school textbooks on civil government, is regarded as sufficient for one term. The work may advantageously be combined with the elements of political economy.

IX. Commercial Geography: The amount and character of the work accepted in this subject are indicated by the scope of such books as Redway's Commercial Geography, Adam's smaller book on the same subject, the textbooks of Brigham, or Robinson, or Trotter's work.

X. Domestic Science: (a) An equivalent of 180 hours of prepared work, with at least two recitation periods a week in foods. (b) An equivalent of 180 hours of prepared work with at least one recitation period a week in clothing. (c) An equivalent of 180 hours of prepared work with at least two recitation periods a week on the home. (Two periods of laboratory work are considered equivalent to one period of prepared work). Of the foregoing, (a) will be accepted as a unit's work, or two half units taken from (a) and (b), or (a) and (c), or (b) and (c) will be accepted as a unit's work. The work is to be done by trained teachers with individual equipment, as determined by inspection.

XI. Drawing: Freehand or mechanical drawing, or both. Drawing-books or plates must be submitted. The number of credits allowed depends on the quanitity and quality of the work submitted.

XII. Economics: The principles of economics, with economic history, as given in any good elementary textbook.

XIII. English Composition and Rhetoric: Correct spelling, capitalization, punctuation, paragraphing, idiom and definition; the elements of rhetoric. The candidate will be required to write two paragraphs of about one hundred and fifty words each to test his ability to use the English language. This work counts for one unit.

XIV. English Literature: (a) Each candidate is expected to have read certain assigned literary masterpieces, and will be subjected to such an examination as will determine whether or

not he has done so. With a view to a large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units are to be selected, two from each group. Each unit is here set off by semicolons.

1. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the Books of Ruth and Esther; the Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; the Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVII; Virgil's Æneid.

The Iliad, the Odyssey, and the Æneid should be read in English translations of recognized literary excellence.

For any unit of this group, a unit from any other group may be substituted.

2. Shakespeare's Merchant of Venice; Midsummer Night's Dream; As You Like It; Twelfth Night; Henry the Fifth; Julius Cæsar.

3. Defoe's Robinson Crusoe, Part I; Goldsmith's Vicar of Wakefield; Scott's Ivanhoe or Quentin Durward; Hawthorne's House of Seven Gables; Dicken's David Copperfield or Tale of Two Cities; Thackeray's Henry Esmond; Mrs. Gaskell's Cranford; George Eliot's Silas Marner; Stevenson's Treasure Island.

4. Bunyan's Pilgrim's Progress, Part I; the Sir Roger de Coverley Papers in the Spectator; Franklin's Autobiography (condensed); Irving's Sketch Books; Macaulay's Essays on Lord Clive and Warren Hastings; Thackeray's English Humorists; selections from Lincoln, including the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the Letter to Horace Greeley, with a brief memoir or estimate; Parkman's Oregon Trail; either Thoreau's Walden or selections from Huxley's Lay Sermons; Stevenson's Inland Voyage and Travels with a Donkey.

5. Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, Burns; Gray's Elegy in a Country Churchyard and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lady of the Lake; Byron's Childe Harold, Canto IV, and Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley; Poe's Raven, Longfellow's Courtship of Miles Standish, Whittier's Snow Bound; Macau-

lay's Lays of Ancient Rome, and Arnold's Sohrab and Rustum; Tennyson's Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City.

(b) In addition to the foregoing, the candidate will be required to present a careful, systematic study, with supplementary reading, of the history of either English or American literature.

(c) The candidate will be examined on the form and substance of certain books in addition to those named under (a). For the coming year, the books will be selected from the list below. The examination will be of such a character as to require a minute study of each of the words named in order to pass it successfully. The list is:

Shakespeare's Macbeth; Milton's Comus, L'Allegro, and Il Penseroso; Burke's Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

The work outlined in (a), (b), and (c) counts for two units.

(d) The three units in English composition, rhetoric, and literature, as described above, are required for all students. A fourth unit may be obtained for one full year's additional work in the study of English and American authors.

XV. French: First Year's Work—Elementary grammar, with the more common irregular verbs. Careful training in pronunciation. About 100 pages of easy prose should be read.

Second Year's Work—Advanced grammar, with all the irregular verbs. Elementary composition, and conversation. About 300 pages of modern French should be read.

Third Year's Work—Intermediate composition, and conversation. About 500 pages of standard authors should be read, including a few classics.

Fourth Year's Work—Advanced composition, and conversation. Standard modern and classical authors should be read and studied to the extent of 700 pages.

XVI. Geology: The student must show familiarity with the principles of dynamic and structural geology, and some acquaintance with the facts of historical geology as presented in

Scott's Introduction to Geology, Brigham's Textbook of Geology, or an equivalent, together with at least an equal amount of time spent in laboratory and field work. The laboratory work should follow one or more of the lines indicated below, and notebooks should be presented, showing the character and amount of work done. (a) Studies of natural phenomena occurring in the neighborhood, which illustrate the principles of dynamic geology. Each study should include a careful drawing of the object and a written description of the way in which it was produced. (b) Studies of well-marked types of crystalline, metamorphic, and sedimentary rocks, which will enable the student to recognize each type and state clearly the conditions under which it was formed. (c) Studies of minerals of economic value, including the characteristics of each, its origin, and the uses to which it is put. (d) Studies of the types of soil occurring in the neighborhood, including the origin of each and the cause of differences in appearance and fertility.

XVII. Geometry: Plane Geometry. Special emphasis is placed on the ability to use propositions in the solution of original numerical exercises and of supplementary theorems.

(b) Solid and Spherical Geometry. Applications to the solution of original exercises are emphasized.

XVIII. German: It is recommended that pupils be trained to understand spoken German and to reproduce freely in writing and orally what has been read. Whatever method of teaching is used, however, a thorough knowledge of grammar is expected. No attempt is made in what follows to give more than a general outline for the work of successive years, but the German department welcomes inquiries from teachers who wish further suggestions in the planning of courses.

First Year's Work—At the end of the year, pupils should be able to read intelligently and with accurate pronunciation simple German prose, to translate it into idiomatic English, and to answer in German many easy questions on the passage read. A few short poems may well be memorized. Elementary grammar should be mastered up to the subjunctive as arranged in most books for beginners. Easy prose composition rather than the writing of forms will be the test of this grammatical work in entrance examinations given by the university.

Second Year's Work—Only modern writers should be read, preference being given to material which has a distinctly Ger-

man atmosphere and which lends itself readily to conversational treatment in the classroom. The regular recitations should afford constant oral and written drill on the elementary grammar of the previous year. In addition, the beginner's book should be completed, but more importance is attached to accuracy and facility in simple modes of expression than to a theoretical knowledge of advanced syntax.

Third Year's Work—Most of the time should still be devoted to good modern prose. There should be some work in advance prose composition based on German models—and the daily recitations should continue to afford abundant oral practice. Pupils ought by this time to understand spoken German fairly well.

Fourth Year's Work—At the end of this year, a pupil should be able to read at sight any prose or verse of moderate difficulty. He should also be able to express himself orally or in writing with considerable readiness and a high degree of accuracy. It is recommended that work in composition take the form of free reproduction of portions of the texts studied rather than translation of English selections. The reading should be divided about equally between modern and classical authors.

XIX. Greek: First Year's Work—The exercises in any of the beginning books, and one of the Anabasis or its equivalent.

Second Year's Work—Two additional books of the Anabasis and three of Homer, or their equivalents, together with an amount of Greek prose composition equal to one exercise a week for one year.

Third Year's Work—Three additional books of the Iliad, three of the Odyssey, and Books VI, VII, VIII of Herodotus, or an equivalent from other authors.

XX. History: One, two, or three units may be presented, to be chosen from the following list:

Ancient history to 800 A. D., one unit.
Medieval and modern history, one unit.
English history, one-half or one unit.
American history, one-half or one unit.

Each unit is intended to cover one full year of high school work.

XXI. Latin: First Year's Work—Such knowledge of inflections and syntax as is given in any good preparatory Latin book, together with the ability to read simple fables and stories.

Second Year's Work—Four books of Cæsar's Gallic War, or its equivalent in Latin of equal difficulty; the ability to write simple Latin based on the text.

Third Year's Work—Six orations of Cicero; the ability to write simple Latin based on the text; the simpler historical references and the fundamental facts of Latin syntax.

Fourth Year's Work—Six books of Virgil, with history and mythology; the scansion of hexameter verse.

XXII. Manual Training: The requirement for one unit is the equivalent of 360 forty-minute periods in manual training, following the syllabus prepared by the manual training section of the High School Conference.

XXIII. Music: Credit in music is not accepted on certificate, but only by examination at the College, and only for admission to the School of Music. In the examination for two units in piano, students are required to play the following or the equivalent: Simple scales and arpeggios at fairly rapid tempo; scales in double octaves at a moderate speed; Bach, two-part invention; Czerny, Op. 229; an easy sonata of Haydn, Mozart or Beethoven. In the examination for two units in voice, students are required to sing the following or the equivalent: Simple scales and arpeggios; studies selected from Concone, Sieber, Panofka, and Panseron; songs selected from Schubert, Schumann, and Mendelssohn. In the examination for two units in violin, students are required to play the following or the equivalent: Gordon's Fountain Studies; Hermann's Scale Studies; Wohlfahrt's Etudes, Book I; Kayser's Etudes; Pleyel, Duet; selections from Weiss and Blumenstengel; miscellaneous pieces by Dancla, Papini, Weidig, Sitt, etc.

XXIV. Physics: One year's high school work, covering the elements of physical science as presented in the best of the current high school textbooks of physics. Laboratory practice in elementary quantitative experiments should accompany the textbook work. The candidate's laboratory notebook will be considered as part of the examination.

XXV. Physical Geography: The amount and character of the work required may be seen by referring to the texts of Gilbert and Brigham, or Davis; the recitations must be supplemented by at least an equal amount of time devoted to laboratory work. The laboratory exercises should follow one or more

lines such as are indicated below. Each student should present a notebook showing what he has done.

(a) Studies in mathematical geography, in which map and scale only are used. These should embrace such topics as length of a degree in longitude in various latitudes; length and breadth of continents, etc., in degrees and miles; relative latitudes of places; distances between cities, etc., in degrees and miles; difference in length of parallels and meridians; problems in time; location of time belts, etc.

(b) Studies of local topographic features which illustrate the various phases of stream work. Each study should include a drawing or topographic map of the object, and a full clear description of the way in which it was formed.

(c) Studies of glacial deposits as shown in terminal and ground moraines, kames, eskers, etc.; distribution of dark and light colored soils; occurrences of lakes, ponds, gravel beds, clay banks, and water-bearing strips of sand and gravel.

(d) Studies of stream work as shown in the topographical sheets which may be obtained from the United States Geological Survey at a nominal cost.

(e) Studies of the form, size, direction and rate of movement of high and low barometer areas, and the relation of these to direction of wind, character of cloud, distribution of heat, and amount of moisture in the air, as shown in the daily weather maps. Later these studies should lead to the making of weather maps from the data furnished by the daily papers, and to local prediction of weather changes based on the student's own observation.

(f) Studies of the climate of various countries compared with our own, the necessary data being derived from such topographic, rainfall, wind, current, and temperature maps as are found in Sydown-Wagner's or Longman's atlas.

XXVI. Physiology: For one-half unit: The anatomy, histology, and physiology of the human body and the essentials of hygiene, taught with the aid of charts and models to the extent shown in Martin's Human Body (Briefer Course). For more than one-half unit, the course must include practical laboratory work.

XXVII. Spanish: First Year's Work—Elementary grammar, including thorough drill in the irregular verbs; careful training

in pronunciation, and translation of simple Spanish when spoken; reading of about 100 pages of easy prose; simple composition and dictation.

Second Year's Work—In addition to the foregoing, about 300 pages of modern prose; elementary syntax, dictation, composition and translation of spoken Spanish continued.

XXVIII. Trigonometry: The work should cover the field of plane trigonometry, as given in standard textbooks, including the solution of right and oblique triangles. Special emphasis is placed upon the solution of practical problems, trigonometric identities, and trigonometric equations.

XXIX. Zoology: The instruction must include laboratory work equivalent to four periods a week for a half-year, besides the time required for textbook and recitation work. Notebooks and drawings must be presented to show the character of work done and the types of animals studied. The drawings are to be made from the objects themselves, not copied from illustrations, and the notes are to be a record of the student's own observations of the animals examined. The amount of equipment and the character of the surroundings must, of course, determine the nature of the work done and the kind of animals studied but in any case the student should have at least a fairly accurate knowledge of the external anatomy of each of eight or ten animals distributed among several of the larger divisions of the animal kingdom, and should know something of their life histories and of their more obvious adaptations to environment. It is recommended that special attention be given to animals. The names of the largest divisions of the animal kingdom, with their most important distinguishing characters, and with illustrative examples selected, when practicable, from familiar forms, ought to be known.

XXX. Commercial Arithmetic: The amount of work to be covered is represented by that found in any of the ordinary first-class texts on the subject, such as Finney's, Bookman's Rowe's "New Essentials," Thurston's and Baker's. Instruction should constantly attempt to emphasize the relation of Arithmetic to business customs and procedures.

XXXI. Shorthand and Typewriting: These subjects must be taken together; no credit is given for either one by itself. For one unit, the time requirement is two periods daily of not less than forty minutes each for one year of thirty-six weeks, and the standard of attainment is 75 words a minute in taking dictation and twenty-five words a minute in the transcription on the machine of such dictation. For two units, the time requirement is two

periods daily of not less than forty minutes each for two years of thirty-six weeks, and the standard of attainment is 100 words a minute in taking dictation and 35 words a minute in transcribing on the machine of such dictation. Accuracy in spelling, punctuation, capitalization, and paragraphing should be emphasized; and attention should be given to the care of the machine, methods of copying, manifolding, etc.

REQUIREMENTS FOR GRADUATION FROM THE COLLEGE.

The credit system employed in the College is the semester-hour system. That is, one hour's work per week for one semester (a half-year of eighteen weeks) counts one "hour." All calculation is made on this basis. For instance, if a course runs three hours per week for one semester, it counts a credit of three hours; if it runs three hours per week for a year, it counts six hours. One hour is a full hour period. Each class period presupposes two hours' preparation by the student, or the equivalent in the laboratory. Laboratory hours count one-half; thus two hours in laboratory count one hour in credit. One hundred twenty-eight (128) hours are required for graduation, that is, for bestowal of the degree of Bachelor of Arts. However, two hours per week of physical training (that is, work in the gymnasium), during the freshman year, make the final total one hundred thirty-two (132) hours.

There are two schemes of requirements in the choice of College courses. One is a scheme of absolutely required courses for all students in certain years; for instance, all freshmen take practically the same work. This is designed to insure the thorough grounding of all College students in certain fundamentals. The second scheme of requirement is one of major work, by which a student is prevented from diversifying unreasonably. It is designed to compel a certain amount of specialization, so that a student taking his A. B. degree may be more thoroughly prepared in some one group of subjects than in others.

Maximum Work.

Sixteen semester hours per half year is considered normal work and students ordinarily are expected to limit themselves to this amount. A student enrolling for the first time is definitely limited to the above maximum.

Any student desiring more than 16 hours must have done "A"

work in all subjects in the last preceding semester in which the student was enrolled. And the continuance of extra work is conditioned on the same grade in all subjects. This ruling will apply in all cases except seniors of 1919.

To classify as Freshmen a student must be securing by the end of the year thirty-two semester hours. As Sophomore, sixty-four semester hours; as Junior, ninety-six and as Senior one hundred twenty-eight. These credits will include the required work as outlined in the catalog except where substitution is permitted by the faculty.

College Credit in Music (History, Harmony, Counterpoint) is limited to eight hours.

A fifth study may be in a few exceptional cases made up outside of regular class work in the event the student is entitled to such privilege. The conditions under which such work may be done are to be determined by the President and the Instructor in whose department the credit is sought.

All examinations not regularly provided for in the catalog shall be considered special for which a fee must be paid.

System of Grading.

The following system of grading is used throughout the entire institution:

A	95–100%
A–	90– 94%
B	85– 89%
B–	80– 84%
C	75– 79%
C–	70– 74%
D	Conditioned
F	Failure

Requirements by Year.

The following outline gives the requirements for all College students:

Freshman:

English	8 hours
Foreign Language[1]	8 hours
Mathematics or a Laboratory Science[2]	8 hours

[1]No student may undertake the study of any language without following it for at least two years. If French or German is not chosen in the Freshman year, one of them must be taken later.

Public Speaking	4 hours	
Bible	4 hours	
		32 hours
Physical Training	4 hours	
		36 hours

Sophomore:

History	8 hours	
Bible	8 hours	
A Laboratory Science	8 hours	
		24 hours

Junior:

Psychology	8 hours	
Education	8 hours	
		16 hours

Senior:

Philosophy	8 hours	8 hours
Total		84 hours

The remaining hours of the 132 are to be chosen among "majors" and "electives" in the various groups.

Requirements by Group.

The departments of the College are classified into three great groups, and six subgroups. This insures a degree of specialization necessary for creditable graduation from College. At the end of the freshman year, a student must choose a subgroup in which he shall do "major" work throughout the year. He must also do "minor" work in "cognate" subjects within the same great group. At least twenty-four (24) semester hours must be taken in some one subgroup, and at least sixteen (16) semester hours must be taken in "cognate" subjects within the group. This scheme of requirements is separate from the scheme of requirements by year, as set forth above, but some overlapping will occur in the operation of the two schemes; for instance, some of the courses required by the group scheme will have already been taken under the requirement-by-year scheme.

[2]Laboratory Science may be Chemistry, Physics, Biology, Geology, or Agriculture.

Groups.	Subgroups.
I. Languages and Literature	A. Latin, Greek, Bible, Hebrew. B. English, French, German, Spanish.
II. History and Social Sciences	A. History, Political Science, Economics. B. Philosophy (Ethics, Logic, Psychology), Education.
III. Natural Sciences	A. Mathematics, Physics, Chemistry. B. Biology, Geology, Agriculture.

NORMAL COURSE REQUIREMENTS.

The following Tables of Courses are outlined for students working toward Illinois State Teachers' Certificates, in accordance with instructions issued by the Illinois State Examining Board. Upon completion of these courses, certificate will be granted without examination.

Table I.

Entitling to Second Grade Certificate.

English	8 hours
Mathematics or Natural Science	8 hours
History or Social Science	8 hours
Education (Educational Psychology, History of Education, School Administration or Principles and Methods of Teaching)	8 hours

Table II.

Entitling to First Grade Certificate.

English	8 hours
Mathematics or Natural Science	8 hours
History or Social Science	8 hours
Education (Educational Psychology, History of Education, School Administration or Principles and Methods of Teaching)	8 hours
Practice Teaching	8 hours

An applicant under either of the above conditions must have completed the course within three years of the time of applying for the certificate or must have taught continuously since such completion.

COLLEGE RATING.

Mount Morris College is classified by the State University of Illinois as a Standard College in class "B." All collegiate work is given substantially hour for hour credit by any State University —that is credit to a maximum of thirty semester hours per year is allowed.

AFFILIATION WITH BETHANY BIBLE SCHOOL OF CHICAGO.

Arrangements have been made by the Trustees of Mount Morris College with the Trustees of Bethany Bible School, whereby the work of each institution may be credited by the other. A. B. graduates from Mount Morris College, who have elected the proper courses, will be enabled to secure the B. D. degree at Bethany in two years. On the other hand, high school graduates who have completed the full seminary course at Bethany will be enabled to secure the A. B. degree at Mount Morris College in two years, and then upon the recommendation of this institution Bethany Bible School will confer upon them the B. D. degree.

DESCRIPTION OF COURSES.

NOTE:—All courses except those which are required, are elective and will be offered only upon sufficient demand.

GREEK.

The aim of the department of Greek is twofold: first, to encourage the study of classical Greek by offering a number of courses, covering the representative authors, in Epic, Lyric, and Dramatic poetry, and in History, Philosophy, and Oratory; second, to afford opportunity for study in the Greek of the New Testament to those who wish to prepare themselves for the interpretation of the New Testament in the original language and for a more thorough study of the New Testament period. In each branch of work, the governing principle is that an accurate knowledge of language and style is indispensable for the appreciation of literary form and correct interpretation.

The work in classical Greek will include, in addition to translation and discussion in the classroom, collateral reading in the general history of the period covered, in the history of Greek literature, and in the daily life. Weekly exercises, also, will be assigned for translation from English into Greek.

The courses in the New Testament will include translation and interpretation of the four Gospels, the greater number of the Epistles, and the book of Acts. And for those who may wish to extend their studies to a more general knowledge of Biblical language, one year's work is offered covering the Septuagint, the Papyri, and the Church Fathers. In all these courses it is the aim to bring before the student's view, as clearly as possible, the leading characteristics of the forms, syntax, and vocabulary of the Greek of the New Testament period; to show the differentiation from classical Greek on the one hand and the relationship to modern Greek on the other; and to encourage the study of the Scriptures in the original tongues parallel with the work of the classroom. Reading will be assigned in the history of the Greek world from the conquests of Alexander to the Roman conquest, and in the Graeco-Roman world to 200 A.D.

I. **Elementary:** The study of forms, syntax, and vocabulary is found in Ball's Elements of Greek. Daily practice in the translation of Greek into English, and English into Greek. Colson's Greek Reader. First semester, four hours per week.

Completion of the textbooks named and the reading of Xenophon's Anabasis, Book I. Exercises for translation from English into Greek based upon the text read. Second semester, four hours per week.

II. **Intermediate:** Xenophon, Anabasis II-IV. Translation of the text accompanied by a thorough review of forms and a weekly exercise in translation from English into Greek. Higley's Greek Prose Composition. The historical importance of the march of the Ten Thousand will be constantly emphasized. Murray's text will be used. First semester, four hours a week.

Xenophon, Anabasis V-VII, and Memorabilia. A rapid survey of the remaining books of the Anabasis will be made by reading selected passages. The Memorabilia will then be studied for Xenophon's account of the teachings and personality of Socrates. Translation of English into Greek, one hour a week, with exercises based upon the text read. Second semester, four hours a week.

Note: Courses I and II are required of all those who wish to follow the work of Courses III and VII or beyond.

III. **Homer and Herodotus:** Homer, six or eight books of the Iliad or Odyssey. Special attention will be paid to the Epic

dialect, the Homeric quality of the dactylic hexameter, Homeric diction, and Homeric portrayal of character. Lectures on the early period of Greek history and the archaeological discoveries bearing upon the more important aspects of Homeric study. First semester, three hours a week.

Herodotus, Books VII-VIII. The leisurely style of the author, his power of description and anecdote, and the great variety of interests that constitutes the richness of his history. His method of collecting historical data and question of his authenticity. General character of antique history. The beginnings of Greek history. Second semester, three hours a week.

Prose Composition. One hour per week throughout the year.

IV. **Plato, Lysias, and Lyric Poets:** Plato, one or more dialogues or the Apology and Crito. The purpose of this course is, first, to introduce the student to the method and character of the Platonic philosophy, together with some study of Plato's style of composition; second, to contrast the Platonic Socrates with the Socrates of Xenophon. A careful review of pre-Socratic philosophy will constitute a part of the course. First semester, three hours a week.

Lysias, selected speeches. Several of the more interesting speeches will be read in the light of Athenian legal procedure, an analysis made of each and compound with the plea of the modern law courts. Important rhetorical principles will be noted. History of Greek oratory. Study of antique literary portraiture with special attention to the simple style of Lysias.

Lyric Poets. Selections will be read for the study of the early poets' influence upon the philosophers and the bearing of their teachings upon Greek education. Various forms and themes of lyric poetry. Influence upon Roman literature. Scansion of metres. Second semester, three hours a week.

Prose Composition. One hour a week throughout the year.

V. **Attic Tragedy and Comedy:** During the first part of the course, two plays of Aeschylus and of Sophocles will be read and the tragic diction of the poets compared. Parallel study of Aristotle's Poetics. Scansion of the metres. First semester, four hours a week.

During the second half of the course Euripides and Aristophanes will be read. The history of tragedy and the question of its origin. Euripides' treatment of tragic themes and his influence upon later times. Euripides and the Greek enlightenment. Aristophanes as a critic of his times. His language and style. The metre of Greek comedy. Origin of comedy. Second semester, four hours a week.

VI. **Thucydides and Demosthenes:** Thucydides, Books VI-VII. In his account of the Sicilian Expedition, the literary style and historical method of Thucydides will be studied and the peculiarities of his language observed. The beginning of the "pragmatic" history. Comparison of Thucydides with Herodotus. Historical survey of the period of the Peloponnesian War. First semester, three hours per week.

Demosthenes, Philippics, Olynthiacs, and the speech On the Crown. The student will be introduced to the oratorical style of Demosthenes by reading a few of the shorter speeches. The oration On the Crown will then be taken up and analyzed with special attention to its rhetorical composition. Comparison of Demosthenes with Lysias and Isocrates. General survey of the later history of Greece to the advent of Alexander. Second semester, three hours a week.

Prose Composition. One hour a week throughout the year. Exercises will be based upon the authors read.

Note: The above Courses III-IV are arranged as regular freshman, sophomore, junior, and senior college courses, respectively, and should be followed in order. But Courses I-II may count as college courses.

VII. **The Gospels of Mark and Luke:** Introductory course to the Greek of the New Testament. Translation of Mark and careful study of the forms, syntax, and vocabulary that characterize later Greek. Influence of Hebrew. Constant reference to the standard works on the New Testament Grammar. Prerequisite, Courses I-II. First semester, four hours a week.

The Gospel of Luke. While the work will follow, in the main, the plan of the first semester, more special attention will be given to the literary style of the writer and his historical method. Characteristics of Luke's Greek. Comparison with Mark. Second semester, four hours a week.

VIII. Acts and Epistles: The book of Acts will be studied mainly as a literary and historical document. Analysis of its content and the historical methods employed by the author. Special attention to his power of narration and description. Parallel studies in the geography of Asia Minor. First semester, four hours a week.

Epistles. Several of the shorter Epistles will be read entire with selections from the longer ones. Special attention to Paul. Study of the literary types represented by the Epistles and the influence of the Hellenistic period upon their form. Historical and social conditions of the Graeco-Roman world of this period. Historical study of important New Testament words. Reports and discussions based upon assigned reading. Second semester, four hours a week.

IX. The Septuagint, Papyri, and Church Fathers: A general course intended to show the development of later Greek in its larger aspects. Selections will be read from the Septuagint for the study of the influence of translation upon the later development of Biblical language. Representative Papyri will also be read. General survey of the Greek language from Alexander to the New Testament. Some knowledge of Hebrew will be presupposed. First semester four hours a week.

Patristic Greek. Readings in St. Basil and Justin Martyr or selections as found in the text of Gebhardt. The influence of Greek literature upon the Fathers. Their use of the Scriptures. The style and language of Patristic Greek. Prerequisite Elementary Hebrew and Courses I-IV, or equivalent, in Greek. Second semester, four hours a week.

LATIN.

The courses in Latin as outlined below are intended to include the more important authors of prose and poetry. In addition to careful and accurate translation and interpretation in the classroom, collateral reading is required in the history of Latin literature and the history of Rome covering the period or periods with which the classroom work is concerned. Considerable attention, also, is paid to Roman private life.

Care will be taken to show the great importance of Latin as a means of more or less direct transmission of the culture of the an-

tique world and the great influence of Latin upon the English language and English literature.

For the purpose of fixing Latin idiom and vocabulary, weekly exercises are assigned in translation from English into Latin.

I. **Cicero, Sallust, and Livy:** Cicero, De Senectute and De Amicitia.

These dialogues will be studied as an introduction to Cicero's philosophic works. History of the dialogue in general and study of its form as found in Cicero.

Sallust, Catiline, or Jugurtha. The rhetorical character of the Roman tract with studies in Roman rhetoric. First semester, three hours a week.

Livy. Books 21 and 22 with Sebetions. Study of Livy's literary style. His character as a historian. Nature of later Latin and the character of Livy's Ubertas. Second semester, three hours a week.

Prose Composition. One hour a week throughout the year with exercises based upon the authors read.

II. **Vergil, the Elegists, and Horace:** Vergil, Bucolics and Georgics.

Comparison of the Bucolics with Hersiod's Works and Days. Their influence upon English literature. The main characteristics of pastoral poetry with a short history of its development and influence upon later literature. Relation of Vergil to the Greek poets.

The Elegists. Selections will be read from the love poems of Tibullus, Propertius, and Ovid. Comparison of the treatment of the theme by these three poets. Influence of the Hellenistic poets. Characteristic Roman development of the elegiac distich. History of the elegy. First semester, four hours a week.

Horace, Odes, Epodes, and Ors Poetica. Horace's character as a lyric poet seen in his language, metrical rendering, and a choice of theme. Influence of the Greek lyric and Hellenistic poets. Scansion of the metres. Reading of the Ors Poetica as an introduction to Roman literary criticism. Second semester, four hours a week.

III. **Roman Satire, Comedy, and Tragedy:** Considerable portions of Juvenal, Horace, and Persius will be read and the style of the writers compared. Consideration of the various themes of Roman Satire. Study of popular speech as seen

in the satire. History of the satire. Influence upon English literature. First semester, four hours a week.

One or more of the plays of Plautus and Terence. Influence of later Greek comedy upon their development. Influence of Roman comedy upon English and French literature.

For tragedy, one play of Seneca will be read and compared with the Greek original. Seneca's style, dramatic art, and philosophy. Second semester, four hours a week.

IV. **Tacitus, Lucretius, and Petronius:** Tacitus, the Annals or Histories. Tacitus as a historian. His style and peculiarities of his language. Comparison with Livy and Sallust, The general character of antique history. First semester. four hours a week.

Lucretius, DeRerum Natura. Reading of selected parts of the poem. Study of the philosophic and religious systems that were current in the early Empire. The influence of Lucretius upon later times.

Petronius, Cena Trimalcionis. The characteristics of popular Latin. Its influence upon the development of the Roman languages. Second semester, four hours a week.

Philology.

Elementary Philology: The purpose of this course is to bring to the student's attention the interest and importance of the study of language in general, both for its own sake and for the appreciation of English. During the first semester a general survey will be made of the history and civilization of the Indo-European peoples, with some account of the more important languages of this race. Geographical distribution of the Indo-European peoples. Their early home and language. Influence of their thought, literature, and institutions upon later times.

During the second semester, a general classification of the languages will be undertaken, and the more important principles of linguistic development stated and illustrated. History of the alphabet, of the parts of speech. The meaning of "vowel" and "consonant." Rise of the Roman languages. Character of the English language. The various elements contributing to its growth and development. The meaning of "language" in the broadest sense.

The course will be conducted partly by lectures and class-

room exercises and partly by reports based upon special assigned reading in the standard works on Philology. Open to Juniors and Seniors and others who may be considered qualified on consultation with the instructor.

This course will take up four hours a week. First semester.

BIBLE.

History.

Church History: This course covers the history of the Christian Church from the year 100 A. D. to the Protestant Reformation and the two centuries immediately following the Reformation, including a history of The Church of the Brethren. The textbook used is Newman's Manual of Church History. Four hours per week throughout the year.

History of New Testament Times: The history from the Babylonian captivity to the time of Christ is much neglected by the average student; this course covers this neglected field and traces the political, social and religious conditions of the Jewish people to the destruction of Jerusalem, A. D. 70. Four hours per week. First semester.

New Testament.

The Gospels: An introduction to the four gospels, the structure of each and their harmony are studied first; then the great events and teachings in the life of Christ as they relate to the plan of redemption are carefully considered. Four hours per week. Second semester.

New Testament Epistles: In this course, during the first quarter, several of the general epistles are considered exegetically and devotionally. The last quarter is occupied with the letter of Paul to the Romans. The aim of this course is to secure a knowledge of the doctrine of redemption and the principles that underlie the devotional life of the Christian. Four hours per week. Second semester.

Old Testament.

Old Testament Prophecy: Since this field is a broad one, only a survey can be had in one semester. If, however, the students of any class prefer to devote a year to this subject,

they may do so and substitute it for the course in Wisdom Literature. Attention is given to the origin and growth of prophecy, and the work of the prophets in relation to the civil, social, and religious condition of the times. The function of the prophet as a preparation for the coming of the Messiah is given due attention. Four hours per week. First semester.

Old Testament Wisdom: This includes a survey of the Books of Job, Proverbs, Ecclesiastes, and Songs of Solomon, with a specific study of one of them. Four hours per week. Second semester.

Psalms: The formation of the Psalter its style and authorship in general are carefully considered; a critical and devotional study of selected Psalms is made, and the results of the study carefully outlined in a notebook. Four hours per week. Second semester.

Theology.

Old Testament Theology: In this the exegetical and historical method is followed; the development of the religion of Israel from the days of Moses to Christ is studied with constant reference to the scriptures as a basis for conclusions reached. Four hours per week. First semester.

Systematic Theology: A systematic study of the doctrine of God, man, sin, atonement, etc. Four hours per week. Second semester.

HEBREW.

Grammar and Reading: Elements of Hebrew grammar and reading from the Old Testament. Four hours per week throughout the year.

ENGLISH.

Course I and II. A Combined Course. One period a week will be devoted to rhetoric and composition, two periods to making a general survey of English literature, and one period to the special study of representative classics. Lectures will be given upon the various periods of English literature, their chief writers, and their important characteristics. The student will be assigned references for outside reading in connection with which written reports will be required. One theme of about six hundred words will be required each week. The text-book in composition is Linn's Essentials

of English Composition. In literature, the book used as a basis is Crawshaw's Making of English Literature. The special classics may be obtained in inexpensive editions. Four hours per week throughout the year. Required of all Freshmen.

Course III. An Elementary Course in Anglo-Saxon. There purpose of the course is to acquire a reading knowledge of Old English. The text-book used is Bright's Anglo-Saxon Reader. This contains a condensed outline of the essentials of Old English grammar, well chosen, interesting selections for reading and translations, and a glossary. First semester, four hours per week.

Course IV. A Reading Course in Chaucer. Chaucer is our greatest story-teller in verse. The books used are Liddell's edition of the Prologue, Knightes Tale, and Nonnes Prestes Tale, Skeat's Student's Chaucer, and Mackaye and Tattock's Modernization of the works of Chaucer. In connection with the course, some of the problems of Chaucerian criticism will be presented and discussed. Second semester, four hours per week.

Course V. An Introduction to Shakespeare. A careful detailed study will be made of one or two plays and about ten others considered in a more general way. Lectures on Shakespeare as a dramatic artist on the stage in his day, the chronology of his writings, and means of dating his plays, his use of sources, and other topics will be given. First semester, four hours per week.

Course VI. Tennyson and Browning. The chief works of each poet will be read, studied and discussed. The general subject of the Bible in English Literature will also be presented. The different effective ways in which it is used by great writers, like Shakespeare, Milton, Macauley and Browning, will be briefly outlined and a more detailed consideration given to Tennyson's use of the Bible. Second semester, four hours per week.

Course VII. The Origin and Development of the Drama. The first beginnings in the mass service of the Catholic church, its development in the liturgical drama, the four cycles of Mystery Plays, Miracle Plays, Moralities, Interludes and Shakespeare's immediate predecessors will be considered. Texts used are Chamber's Mediaeval Stage, and Manly's Specimens of Pre-Shakesperian Drama. First semester, four hours per week.

Course VIII. (a) The Origin and Development of the Novel. Cross' Development of the English novel in the text-book. Each student is required to read works from such representatives as Malory, Lyly, Sidney, Greene, Lodge, Nash, Defoe,

Richardson, Fielding, Smollett, Sterne, Goldsmith, Walpole, Radcliffe, Godwin, Scott, Cooper, Hawthorne, Dickens, Thackery, Stevenson, etc. Twenty novels will be read and two reviewed. Second semester, two hours per week.

(b) **The Writing of the Short Story.** This is an especially interesting course. The principles of the art will be studied as presented by Esenwein. A number of stories by Poe, Hawthorne, Irving, Maupassant, James, and others will be analyzed by the student. Written sketches will be required and at least three stories must be presented. Open to Juniors and Seniors. Second semester, two hours per week.

Course IX. Survey of American Literature. The field of American literature is worthy of more attention than it usually receives. The various periods of development, their relation to history, and their representative writers will be included in this survey. A number of works from various periods will be assigned for reading and reviews. The work will be based upon a text-book, accomplished by occasional lectures. The oration will be studied from the standpoints of technique in construction, adaptation to various occasions, and manner of presentation. Webster, Washington, Lincoln, and others will be studied as models. First semester, four hours per week.

Course X. Greek Drama in English Translation. Representative plays from Aeschylus, Sophocles, and Euripedes in Tragedy and Aristophanes in comedy will be read and studied in English translations. In connection with this course, the general subject of classical quotations in English literature will be discussed. Books like Harrison's Platonism in the English poets, Gordon's Essays on Classicism in English literature, and Mustard's Classical Echoes in Tennyson will be reviewed. Second semester, four hours per week.

Course XI. The Old and Middle English Periods. A survey of Anglo-Saxon and Middle English literature will be given, paying special attention to the works of Caedmon, Cynewulf, Alfred, Aelfric, Langland, Wiclif, Gower and Chaucer. The changes brought about by the Norman Conquest in 1066 will be studied and emphasized. The beginnings of the Renaissance and Reformation in England will also be considered. First semester, four hours per week.

Course XII. (a) The Age of Elizabeth. The special characteristics of the period will be noted. Particular attention will

be given to the non-dramatic poetry, especially the lyrics and the works of Spenser. Second semester, two hours per week.

(b) **The Essay.** Bacon's Essays will be studied and made a point of departure for the study of the essay in general. Second Semester, two hours per week.

Course XIII. (a) The Puritan Period. The religious and political conditions of the time will be reviewed and special attention paid to Milton and Bunyan. First Semester, two hours per week.

(b) **The Bible as English Literature.** Books used are Moulton's Modern Reader's Bible, Moulton's Literary Study of the Bible, and Gardiner's, The Bible as English Literature. First semester, two hours per week.

Course XIV. The Age of Classicism. The characteristics of classicism will be carefully pointed out and special attention given to Dryden and Pope. Second semester, four hours per week.

Course XV. The Romantic Movement. The reaction against classicism will be traced from its first beginnings, through its different stages to its final climax and culmination in the Age of Wordsworth. Representative works will be assigned for reading and reports will be required. Special attention will be given to Goldsmith, Burns, Scott, Wordsworth, Coleridge, Byron, Shelly and Keats. First semester, four hours per week.

Course XVI. The Victorian Era. The remarkable development of the novel, the essay, and poetry will be treated and the representative writers in each field studied and characterized. The Pre-Raphaelite Movement and its relation to the rest of the period will be noted and discussed. Second semester, four hours per week.

PUBLIC SPEAKING.

College Freshmen.

This course will include the study and interpretation of the classics, beginning with Lowell's Vision of Sir Launfal, and the Present Crisis. It will also include theoretical and practical study of orations and public speeches in general. In this connection, the fourth volume of the series, Psychological Development of Expression, will be studied. The body and voice as assisting agents of expression will be trained and developed to perform their proper functions. Another requirement of the course will be to present in class memorized selections for criticism and suggestions.

All material worked on by our pupils will be under the supervision of the instructor. Throughout the year, students will come before the class as if they were facing a real audience, and it is hoped in this way they may secure much practical help from the course.

GERMAN.

Elementary Course: (a) Grammar; easy narrative and descriptive prose with practice in speaking and writing German. (b) The modern short story by Baumbach, Von Hillern, Storm, and other writers; construction and composition. Four hours per week throughout the year. (Not offered 1918-19.)

German Classics: (a) Schiller's Wilhelm Tell. (b) Goethe's Egmont or Hermann und Dorothea. (c) Lessing's Minna von Barhelm. The life of each author is studied with reference to his position in German literature, as collateral work. Composition, one hour each week. Four hours per week throughout the year.

History of German Literature: This course is based on some standard text written in German. References are constantly made to Vogt und Koch, Scherer, and Francke. The whole field of German literature is covered in outline, but special periods and representative authors are emphasized. Four hours per week throughout the year.

Lessing's Nathan der Weise: First semester, three hours Historical prose; second semester, three hours. Themes one hour per week throughout the year.

Modern German Literature: Selected dramas and novels from Sundermann, von Wildenbruch, Hauptmann, and other authors. Three hours per week throughout the year.

Middle High German: Inflection and syntax of the language, first semester; selections from the Niebelungenlied, Gudrun, and Walther von der Vogelweide, second semester, Paul's Mittelhochdeutsche Grammatik and Bachmann's Mittelhochdeutsches Lesebuch are the texts used. In addition, the class reads Zehme's Kulturverhältnisse des Mittelalters for the historic background. Four hours per week throughout the year.

FRENCH.

Elementary Course: Grammar and easy readings, with practice

in speaking and writing French. Four hours per week throughout the year.

Modern Prose and Plays: Composition, one hour each week throughout the year. French conversation. Four hours per week throughout the year.

The Classic Drama: Corneille, Racine, and Moliere. Advanced composition. Four hours per week throughout the year.

History of French Literature: This course includes a general survey of the whole field of the literature. A French text is the basis of the recitation. Collateral reading is required. Four hours per week throughout the year.

SPANISH.

Spanish ranks well with the other modern languages, in geographical extent of use. It has great cultural value, which cannot be rightly appreciated until one is familiar with the literature. Also Spanish has a commercial value of no mean importance, as the United States is just perceiving the very great trade opportunities in Latin America. To grasp these opportunities, an understanding of the customs is necessary, and in no way can anyone become more quickly acquainted with the national characteristics and peculiarities of a people than through a study of their literature.

The first year's work in Spanish consists of (1) a thorough study of the grammatical elements, (2) pronunciation, (3) conversation, (4) numerous exercises designed to give skill in translating the natural English into the Spanish idiom, (5) about 300 pages of reading in commercial and classic Spanish texts. The class work, in so far as is practical, is in Spanish.

The second year's work takes up modern Spanish prose, with advanced work in composition and conversation.

Elementary Spanish: Coester's Grammar; Eschrich's Fortuna; Harrison's Commercial Reader; Knapp's Modern Spanish Readings; practice in speaking and writing. Four hours per week throughout the year.

Modern Prose: Galdos' Dona Perfecta; Pereda's Pedro Sanchez and advanced composition and conversation. Four hours per week throughout the year.

HISTORY.

History of Western Europe: Mediaeval and modern; political and cultural disintegration after the downfall of Rome;

feudalism; the papacy; unification of modern states. Text (Robinson's History of Western Europe); readings (Robinson's two vols.); collateral references. One year, four hours per week.

History of Modern Europe 1815–1915: Era of Metternich, 1815–1930, with its reactionary improvements; growth of democracy and nationalism as expressed through the Revolutions of 1848 and the Industrial Revolution; the unification of the states of modern Europe; national imperialism. A background for the war of 1914. Text (Hayes Modern Europe); lectures and readings. Four hours per week—one semester.

English History: Anglo-Saxon origins; early decline of feudalism and papal power; early development of popular rights and of parliament; modern colonial expansion; growth of democracy; tracing of constitutional and legal concepts, upon which American political institutions were founded. Text; lectures; readings; references. First semester, four hours per week.

American History I[1]**:** Colonial period to 1789; colonization and government under charters, grants, and royal control; beginnings of a movement for independence; early plans of union; the Revolution in its political and constitutional phases; the Articles of Confederation and their failure, the Constitutional Convention and its debates; the establishment of the Constitution. Lectures; texts (Becker, Vol. I, Riverside, four vol., History, and Bassett, Short History of the United States); collateral work; debates of the Constitutional Convention. First semester, four hours per week.

American History II[2]**:** Political, diplomatic, and economic, but especially constitutional phases of American History from 1799 to the present; development of the United States as a world power; growth of American nationality; the constitutional problems involved in territorial expansion and in the Civil War, the great compromises, slavery, reunion, etc. establishment of federal supremacy by judicial interpretation; the modern industrial period and its constitutional

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[1]This is a prerequisite to American History II. It is intended also that students taking this course shall proceed to take American History II. These two courses should not be taken separately; the second follows the first in direct sequence.

[2]See American History I.

problems. Lectures; text (Bassett, Short History of United States); collateral work and references (Von Holst, Schouler, Thorpe, etc.) Four hours per week, second semester.

ECONOMICS.

Principles of Economics: Origins of economic processes; land, labor, capital, the entrepreneur; production, consumption and distribution; elementary principles of commerce, money, banking, public finance. Text (Ely's Outline of Economics); lectures; references. First semester, four hours per week.

The Liquor Problem: In this course, the liquor problem in all its social and economic phases is considered. It is desirable, though not necessary, that principles of Economics be taken before entering this course. Lectures. Second semester, one hour per week.

POLITICAL SCIENCE.

Government and Politics: Brief introduction to Political Science, philosophy of the State, classification of government; historical foundations of American government; the federal government; legislative, executive, judicial, and administrative branches; foreign affairs, taxation and finance, commerce regulation, territorial government, etc.; municipal and local government; party organization; republicanism and democracy, the initiative, referendum and recall; social and economic legislation. References are occasionally made to relevant points in comparative government and constitutional law. One hour a week is devoted to Current Affairs, which is a review of contemporary governmental developments, tendencies, problems. Lectures; text (Beard's American Government and Politics); readings (Beard); collateral references; journals. The reading of Lowell's Public Opinion and Popular Government is also required as a part of the course. Four hours per week throughout the year.

The Peace Problem: This course deals with the history, especially recent, of amicable settlement of international disputes, of the modern beginnings of international organization, and of the possibilities in the future of increase of such organization Lectures. Second semester, one hour per week.

SOCIOLOGY.

Principles of Sociology: An introductory outline to the study of sociology, social origins, social evolution, socialization and social control, social pathology, methods of social investigation. Text (Blackmar and Gillin); lectures; references. Second semester, four hours per week.

Present-Day Problems: Nature, extent, and current methods of dealing with such problems as poverty, immigration, tuberculosis, vice, crime and penology, delinquent and defective children, amusements, housing or tenement, women's work and wages, children's work and wages. Lectures. One semester, four hours per week.

PHILOSOPHY.

Logic: A consideration of the forms of thought and their application. First semester, four hours per week.

History of Philosophy: A general course with special emphasis on Greek and modern philosophy. Four hours per week throughout the year.

Ethics: A historical survey of the source, development and decay of ethical ideals. A consideration of current problems. Lectures and textbooks. Essays required. First semester, four hours per week.

EDUCATION.

The Principles of Education: Aim and function of education; relation of physical and mental development to the art of teaching; educational values. First semester, four hours per week.

The History of Education: A general survey of the entire educational field with emphasis on special epochs and movements. Textbooks and discussions. Second semester, four hours per week.

Introductory Psychology: An investigation of the development and laws of mental activity. Textbook, discussion and quizzes. First semester, four hours per week.

Educational Psychology: Organization of the mental life; reac-

tion of the developing pupil to the forms and the process of education; consideration of such factors as habit, memory, attention, interest. Textbook and assigned reading. Second semester, four hours per week.

General Method: The application of the principles of education and of psychology to the art of study and of teaching; arrangement of subject matter; routine of the work of the classroom.

First semester, four hours per week.

Problems in Secondary Education: Development of the high school; its articulation with primary and higher education; curriculum, administration, vocational subjects and kindred topics. Second semester, four hours per week.

MATHEMATICS.

The work in Mathematics as here outlined is intended to serve the needs of those who wish to specialize in the subject as well as those who wish to obtain only a cultural knowledge of it. Courses I and II lay the foundation for more advanced work in Mathematics and must precede all others. Those beyond II may be elected in any order. Special attention is called to course V, particularly on the part of those who cannot take a number of courses beyond II.

I. Plan Trigonometry, College Algebra and Analytic Geometry.

To each of these there is devoted approximately one-third of the school year, the subjects being taken up in the order named. In the Trigonometry, after the necessary formulas have been developed, emphasis is placed upon the practical applications, many numerical exercises being solved both with and without the use of logarithms.

The notion of function has been a central one in the organization of the work in College Algebra. The usual subjects are treated but each topic is taken up in such a way as to show its relations to the dominant idea of the course.

In Analytic Geometry the fundamental principles of the study of geometry by this method are taken up after which a thorough study of the conic sections is made.

II. Calculus.

The first semester is devoted to differential calculus. The limiting process, which is here fundamental, is carefully treated

after which a great deal of time is devoted to the acquiring of skill in differentiating. Continual application to problems in geometry, mechanics and physics is made throughout the entire semester. Emphasis is placed upon the theory of maxima and minima, Taylor's theorem and the expension of functions in infinite series.

Integral Calculus is taken up in the second semester. After spending some time on the indefinite integral, the definite integral is introduced as the limit of a sum and its elementary properties are studied. Its applications to the determination of areas, volumes, lengths of curves, moments of inertia and other geometrical and physical quantities form a considerable body of the semester's work.

III. Solid Analytic Geometry.

A course in the geometry of three dimensions by the analytic method. The work includes a study of lines in space, planes, and quadric surfaces with a classification of the latter. Brief mention is made of the theory of curves and surfaces in general. First semester.

IV. Differential Equations.

A study of the more common types of differential equations with applications to geometry, mechanics and physics. Second semester.

V. Selected Topics in Advanced Mathematics.

A lecture course which gives a survey of a considerable portion of the field of advanced Mathematics. Adapted to those who, while not intending to specialize primarily in Mathematics, wish to become acquainted with the nature of the field as it is commonly studied beyond the Calculus. First semester.

VI. Theory of Equations.

The scope of this course is approximately that covered by Dickson's Elementary Theory of Equations. Second semester.

Advanced Work. Students wishing to specialize in mathematics may select courses from the following: Advanced Calculus, Projective Geometry, Analytic Mechanics, History of Mathematics, Teaching of Mathematics. Classes will be organized in these subjects as there is demand for them.

ASTRONOMY.

I. Descriptive Astronomy.

A general descriptive course giving a brief account of the structure of the universe. The heavenly bodies, particularly those of the solar system,are studied both individually and in their relations

to each other. Text book work is supplemented with naked eye observation with a view of becoming acquainted with the various constellations. Either first or second semester.

Advanced work in Astronomy will be given to those whose mathematical preparation has been adequate provided there is sufficient demand for the same.

PHYSICS.

This department is located at the east end of the third floor of "Sandstone" and occupies commodious, well-lighted rooms. The facilities for work in Physics are being increased from year to year by the introduction of new apparatus and the installation of better equipment. Among other things, a wireless aerial extending lengthwise over "Sandstone" has been constructed, with a receiving station in the Physics office, which it is hoped can be perfected to intercept messages from high power stations as far distant as Arlington (Washington, D. C.) and intermediate points. The following courses will be offered 1919-20:

General Physics: Three periods per week are devoted to recitation on the text. Approximately two double periods per week are spent in laboratory work. Accurate notes and record of data are required. Mathematics I, a, b and c, are prerequisites and Differential and Integral Calculus are recommended as desirable foundations for this course. Text: Carhart's, Kimball's, or Reed and Guthe's College physics. Mechanics, Heat, Sound, Magnetism, Electricity and Light. First semester, four hours per week.

General Physics: Continuation of the previous course. Second semester, four hours per week.

Laboratory Physics: This course is designed to help the advanced student appreciate the meaning of exact measurements and to give him practice in taking such measurements. Various physical constants are determined and technical problems solved by the laboratory method. Accurate record of details is required. Standard texts are consulted. General Physics is a prerequisite. First or second semester, two double periods per week.

Physics Problems: A course which offers a thorough review of General Physics by means of illustrative problems. Mathematical credit may also be obtained for this course.

Text: Shearer's Notes and Questions in Physics. First or second semester, three hours per week.

CHEMISTRY.

This department occupies excellent rooms on the second floor of "Sandstone" with all modern equipment necessary for carrying on successful work. The storeroom is kept well stocked with chemicals and laboratory supplies.

General Inorganic Chemistry: Fundamental chemical laws and principles are studied and a comprehensive view is taken of the nonmetals, metals, and important inorganic compounds. Two days per week are spent in recitation and two days per week in the laboratory. Accurate notes on experiments are required. First semester, four hours per week.

General Inorganic Chemistry: Continuation of the previous course. Second semester, four hours per week.

Qualitative Analysis: The time is spent mostly in the laboratory in this course. Fundamental facts of grouping and separating the metals are learned, followed by their detection in unknown compounds. Both "dry-" and "wet-way" analysis. First semester, four hours per week. Text, Qualitative Analysis, by Noyes.

Agricultural Chemistry: This is a course which introduces the student to methods used in the analysis of feeds, fertilizers, soils, etc. Three double periods per week, second semester.

Organic Chemistry: A course in the general principles of organic chemistry based on carbon compounds. Text: Remsen's Organic Chemistry. First or second semester, five hours per week.

BIOLOGY.

Laboratory.

The Biological Department is located on third floor of "Sandstone," and occupies the west end of the building. It is well-lighted by numerous windows on three sides. Adjacent to this on the east is a lecture room and a large, convenient storeroom. The equipment of the department includes the usual apparatus,

Microscopes, microtome, paraffin bath, slides, glassware, reagents and demonstration material.

I. **General Biology:** An introductory course in plant and animal biology involving the general principles of structure and function and the reciprocal relation of animals and plants. The simpler facts and theories of heredity and evolution are presented. This course is preliminary to all advanced work. Lectures, recitations, laboratory and field work. First semester, Zoology, four hours per week. Text: Introduction to Zoology, by Hegner.

II. **General Biology:** Continuation of Course I. Text: Bergent and Davis, Principles of Botany. Second semester, Botany, four hours per week.

III. **Invertebrate Zoology:** A study in morphology and physiology of representative types of invertebrates. Lectures, recitations, and laboratory work. First semester, four hours per week.

IV. **Invertebrate Zoology:** Continuation of Course III. Second semester, four hours per week.

V. **Botany:** A course in morphology, physiology and ecology of plants; it includes a general survey of the plant world and takes up a study of thallophytes, bryophytes, pteridophytes, and spermatophytes. Lectures, textbook, laboratory and field work. First semester, four hours per week.

VI. **Botany:** Continuation of Course V. Second semester, four hours per week.

VII. **Elementary Morphology and Physiology of Plants:** A study of forms and functions of seed plants and their relation to their environment. Lectures, recitation, laboratory and field work. First semester, four hours per week.

VIII. **Morphology and Physiology of Fungi:** A study of various groups of fungi with special emphasis on those of economic importance. Lectures, discussions, and assigned readings. Second semester, four hours per week.

GEOLOGY.

I. **Geology:** A study of the salient features of the subject, consisting of class recitations, laboratory studies, and field work. Text: Chamberlin and Salisbury, College Geology. Second semester, four hours per week.

II. General Geology: Physiographical, lithographical, dynamical, and historical; stress is laid upon geographical phases of the subject. Lectures, recitations, collateral reading. Four hours per week throughout the year.

AGRICULTURE.

Animal Husbandry.

Dairy Cattle: A careful study is made of the dairy type, after which the different breeds are considered; the selection of the dairy cow and the herd bull; calf raising; the development of the dairy heifer; the management of dairy cattle, feeding, and stabling are carefully studied. Second term, four hours per week.

Stock Breeding: In this course, the fundamental laws governing the animal breeder's methods are studied with the idea of putting them into practical operation in the development of the herd. First term, four hours per week.

Agriculture.

Farm Management: This course deals with the business side of farming; it includes a discussion of the advantages and disadvantages of farming, the selection of the farm, organization, equipment, operation, etc. Third term, four hours per week.

Rural Sociology: A course dealing with rural community problems; the needs of the country school, church, health, sanitation, charitable agencies, and social life are given consideration; special effort is placed upon the diagnosing with some effort to suggest remedies; as much time as possible is given to investigational work in the adjoining community. Fourth term, four hours per week.

Agricultural Economics: A course applying economic principles to the problems of agriculture; a brief study is made of farm organization, farm types, choice of enterprises and systems of rotation, after which farm administration is given due consideration; questions of farm areas and field systems, farm operations and distribution of capital, rentals, credits, marketing, etc., are given a prominent place in the course. Fourth term, four hours per week.

Soils.

Soil Physics: An advanced course taking up in a systematic and thorough manner the studies of special phases of soil physics and their bearing upon soil management; texture, structure, capillarity, surface tension, and their relations to the moisture content and its movement; soil temperature and the various factors influencing it and its effect upon various physical processes in the soil are included in these studies; the value of organic matter as it affects moisture relations and the microbology of the soil is emphasized. First and second terms, two recitation hours, six laboratory hours, per week.

Dairy Husbandry.

Farm Dairying: A course designed to give the beginning dairy student practice in the use of the Babcock Tester, Lactometer and cream separators, also a knowledge of the best methods of handling and caring for dairy products. Third term, four laboratory hours.

Bacteriology.

General Bacteriology: A course dealing in a general way with the application of this branch of science to agriculture, household science, and sanitary science, giving a general knowledge of the field of microbology which is not only valuable as training, but useful in combating diseases. Third term, four hours per week.

Morphological and Cultural Bacteriology: A laboratory course which seeks to make real and usable the facts and methods of bacteriology by a study of typical microorganisms, and the conditions under which they grow; a study is made of some specific and important changes which microorganisms produce in nature, and these principles are applied to problems of fermentation, dairying, soils, animal and human diseases, sanitation and hygiene. Fourth term, ten laboratory hours per week.

Entomology.

Introductory Entomology: The class work deals with the insect anatomy development and classification; the laboratory work familiarizes the student with various groups of in-

sects which he must classify, arranging them into a permanent collection. First term, three recitation hours, two laboratory hours, per week.

Farm Crop Insects: Special emphasis is placed upon life histories of the principal insect pests of the farm, garden and orchard; a thorough knowledge of life history is necessary to an intelligent control of any given insect, and is sought in the work of this course. Second term, four hours per week.

ADVANCED BOOKKEEPING.

The student is given the task of keeping a set of books in which all the books of original entry are introduced, using the Cash Book, Sales Book, Bill Books, Journal and Ledger. A partner is admitted and additional books are introduced as the requirements of the business demand. Special columns are added from time to time to different books of original entry, and new accounts are introduced.

Additional partners are admitted, and special adjustments of interest, gains and losses, etc., are made between them. All phases of debit and credit are introduced.

Next follows a series of sets of business propositions, which cover more of the problems met with in the field of Higher Accounting. Comprehensive drills in the use of special columns in the different books of account, with a series of propositions which exhibit the reasons thereof, are practically worked up by the student. The uses of those special columns which are usually found in the distinct lines of commerce and manufacture are exhibited and explained; corporation accounting in all its distinctive features is discussed.

The Budget used in instructing the students in the principles of American National Banking contains all the business papers used by the modern bank. Transactions covering all details of the banking business are illustrated. The student performs the duties of the various bank clerks and officials such as Note Teller, Discount Clerk, Collection Clerk, Individual Bookkeeper and others. The work covers two days of actual business in a large National Bank. Statements are prepared, and the proper entries and records in the declaring and paying of dividends, are made.

The Manufacturing Set given is one of the most up-to-date sets on cost accounting. The Voucher System is fully treated

and illustrated through a series of special propositions and statements. This is the most advanced set in the course and requires specialized study. Second semester, four hours per week.

PHYSICAL TRAINING.

The success of the individual in college or in any vocation in the larger field of life is determined largely by his physical health. Inasmuch as it is the function of education to give the individual the highest possible degree of efficiency, it is of greatest importance that physical education receive its due share of attention in any system for intellectual and moral development.

Knowing the valuable asset of a high state of physical efficiency and the deleterious effects of close application to regular school studies, such physical work has been provided as has seemed necessary to meet existing needs, and has been made compulsory in the freshman year of the College. It is expected that this year's work will familiarize the student with gymnasium methods and cultivate in him a desire, and a conviction of the necessity, for continuing regular gymnasium exercise throughout his residence in college.

The work of the department is intended to accomplish the following purposes: (1) To develop form, symmetry and undeveloped muscles; (2) to develop muscular strength and endurance; (3) to perfect coordination and nervous control; (4) to gain self-control, morally and mentally; (5) to provide an enjoyable change in activity from regular mental work.

To attain these purposes, classes in gymnastics are organized which meet at regular periods during the week. A thorough physical examination is required of all students entering classes in physical training. The gymnasium is well equipped with a large number of Indian clubs, dumb bells, and wands. Also such apparatus as the parallel bars, horizontal bar, buck, side horse and flying rings are used. The work of the regular gymnasium classes is supplemented with indoor baseball, volley ball, and various other group games.

The gymnasium is well provided with shower baths and lockers, which are located in the basement of the building.

Part III.
THE ACADEMY

PART III—ACADEMY

The work in the Academy covers a period of four years. Grades from accredited high schools, academies and county superintendents are accepted. The course is partly required and partly elective. In order to secure a certificate of graduation, a student must have completed thirty-two courses, including all required courses. A course means one recitation daily for one-half year. A certificate fee of three dollars is charged. The Academy is a member of the North Central Association of Secondary Schools and Colleges, and conforms to the standards of the Association.

Those who have not completed the eighth grade work will have opportunity to take these studies in classes especially organized for them. In this way, they can prepare for the following courses under the most favorable conditions. Classes in grammar, arithmetic, geography, penmanship, history, etc., are given for those who have not completed these subjects.

PLAN OF COURSES.

First Year.

First Semester: English, Algebra, General Science, Latin,* Agriculture,* Bookkeeping,* Bible.*

Second Semester: English, Algebra, Physiology, Latin,* Agriculture,* Bible,* Bookkeeping.*

Second Year.

First Semester: English, Plane Geometry, Ancient History, Caesar,* Domestic Science,* Commercial Geography.*

Secondary Semester: English, Plane Geometry, Ancient History, Caesar,* Domestic Science,* Agriculture.*

Third Year.

First Semester: English, Zoology, Advanced Algebra, German,* Bible,* Modern History,* Agriculture.*

Second Semester: English, Botany, Bible,* German,* Modern History,* Agriculture.*

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*Electives.
Two years of foreign language must be elected.
If Latin is desired in College, two years must be elected in Academy.

Fourth Year.

First Semester: English, Physics, American History and Civics, German,* Agriculture.*

Second Semester: English, Physics, American History, German,* Agriculture.*

DESCRIPTION OF COURSES.

English.

Oral English, although a new acquisition, is extremely practical, since it embodies those things formerly taught under the head of Expression, and our aim in placing it in our courses is that we may make our English work more practical and less theoretical.

The Academy offers four years of English work.

English I: During the first year, a great deal of time is spent on "Oral English" which work will include all of the work previously offered in the two terms of Expression. The easier classics will be studied and interpreted. In the written work, Scott and Denney's Elementary Composition will be used.

English II: In the second year, four hours throughout the year will be spent in the study of Composition and Rhetoric and one hour will be devoted to the study of classics. Each student will be required to keep a notebook, including all written work in themes, and also he will read and review two of the classics.

English III: During the third year, two hours will be spent in the study of American Literature (American Literature and Readings by Pace). Two hours each week will be given to the study of Rhetoric, using the advanced text by Scott and Denney, and the remaining hour will be used for reading and study of classics. Each student will keep a notebook containing all theme work and also four book reviews which will be assigned.

English IV: In the senior year, two hours each week will be given to the last half of the Composition Rhetoric text of Scott and Denney, special emphasis being placed upon

Exposition and Argument. Two hours also will be devoted to the study of English Literature (English Literature by Pancoast and Shelley), and one hour to the reading and study of classics. Each student prepares a notebook, including themes and term reviews. Four classics are read and criticized during the year.

German.

Elementary Course: (a) Grammar; easy narrative and descriptive prose with practice in speaking and writing German. (b) The modern short story by Baumback, Von Hillern, Storm, and other writers; construction and composition.

German Classics: (a) Schiller's Wilhelm Tell. (b) Goethe's Egmont or Hermann und Dorothea. (c) Lessing's Minna von Barhelm. The life of each author is studied with reference to his position in German literature, as collateral work. Composition, one hour each week.

Latin.

I Year: Grammar. Text used is D'Ooge, Latin for Beginners. The lessons of the first year aim to give a thorough knowledge of the forms and syntax of the language.

II Year: Cæsar. During this course, the student acquires an enlarged vocabulary and the practice necessary to translate Latin into good English and English into correct Latin. Selections from various authors give a hint of the range of Latin literature while the passages from Cæsar's Gaelic War introduce one to a standard Latin classic.

Bible.

Church History: This course covers the history of the Christian Church from the year 100 A. D. to the Protestant Reformation and the two centuries immediately following the Reformation, including a history of The Church of the Brethren. The textbook used is Newman's Manual of Church History.

Life of Christ: It is the aim of this course to make a thorough study of the four gospels for the historical facts pertaining to the life of Christ. The New Testament is the textbook; Volmer's Modern Student's Life of Christ is used as a help. The student, with the teacher's help, makes a harmony of the gospels, then studies the outline made by himself and writes a Life of Christ, placing in his notebook at proper intervals maps showing the journeys of Jesus.

Acts: This is studied from the standpoint of the history of the early church and its development from a narrow Jewish institution into a broad Gentile organization, spreading from Jerusalem to Rome; stress is laid upon the work of the Holy Spirit in the early church.

Pauline Epistles: The Life of Paul is studied during the first quarter; the student writes a Life of Paul, and places in his notebook maps showing the journeys of Paul. During the second quarter, I and II Thessalonians and Galatians are studied, exegetically.

New Testament Epistles: In this course, during the first quarter, several of the general epistles are considered exegetically and devotionally. The last quarter is occupied with the letter of Paul to the Romans. The aim of this course is to secure a knowledge of the doctrine of redemption and the principles that underlie the devotional life of the Christian.

Old Testament Prophecy: Since this field is a broad one, only a survey can be had in one semester. If, however, the students of any class prefer to devote a year to this subject, they may do so and substitute it for the course in Wisdom Literature. Attention is given to the origin and growth of prophecy, and the work of the prophets in relation to the civil, social, and religious condition of the times; the function of the prophet as a preparation for the coming of the Messiah is given due attention.

Old Testament Wisdom: This includes a survey of the books of Job, Proverbs, Ecclesiastes and Songs of Solomon with a specific study of one of them.

Psalms: The formation of the Psalter, its style and authorship in general are carefully considered; a critical and devo-

tional study of selected Psalms is made, and the results of the study carefully outlined in a notebook.

Prayer and Holy Spirit: The aim in this course is to lead the student to a clear understanding of the value of the devotional life in all the various walks of life; methods of securing the best results in prayer, as set forth in the teaching of the New Testament on prayer, and as exemplified in the prayers of both Old and New Testament, are studied; a survey of the nature and office of the Holy Spirit is given so as to show the relation of the work of the Spirit to the devotional life.

History.

Ancient History: Early states of antiquity; development of customs, culture, institutions, government of Greece and Rome. Text: West's Ancient World.

Modern History: Mediaeval and Modern History of Western Europe, downfall of Rome to present. Text: West's Modern World.

English History: Celtic invasion to present; emphasis on institutions and development of democracy.

United States History and Civics: Special attention is given to the correlation of the social, economical, territorial, and political growth and development of the colonies and the nation. State, local, and municipal government is considered.

Mathematics.

Algebra: The work in Algebra is divided into two parts. The first part, extending throughout the first year, begins with fundamental operations which have been studied in arithmetic but which are now generalized and applied to algebraic numbers. Then follows the treatment of simple equations, factoring, factions, simultaneous equations, involution, evolution, indices, and quadratic equations. The student is early introduced to the graphical method and frequent use is made of it in the study of the equations. The advanced part of the subject is given during one-half of the third year. It includes a rapid review of the subject as previously studied, followed by a more detailed study of the theory of quadratics, the index law, synthetic divisions, miscellaneous theorems, the progressions, and

complex numbers.

Plane Geometry: One year is devoted to this course. Especial attention is paid to the solution of original numerical exercises and supplementary theorems.

Physics.

The work in Physics covers an entire year. Three days per week will be devoted to the textbook work which includes the discussion and demonstration of the fundamental principles of the subject, together with the solution of numerous numerical exercises. The remaining periods are spent in laboratory work. About forty experiments are performed. The student is required to record systematically in a permanent notebook the data and results of these experiments.

Physical Geography.

The earth's form, the atmosphere and the ocean are presented in a general way. A greater portion of the time is devoted to the lands, i. e., typical forms of plains, mountains, volcanoes, rivers and valleys, land wastes, shore lines, etc. Excursions are made to study weathering, erosion and various land types in the immediate neighborhood. Descriptions are written and photographs are taken as often as practicable.

Botany.

This course includes not only a study of general plant anatomy and physiology, but also deals with plant breeding, weeds, plant culture, and economic bacteria where such discussions seem pertinent. The ecological study is given the prominence it deserves. Frequent field excursions are made to study and collect material which abounds in the woods and along the streams. Some time is devoted to a systematic study of the local flora.

Zoology.

Selected forms of different phyla are studied in an ascending series. Collections of insects are made, including the

complete life history of some forms. Opportunity for field work is furnished by the woods, ponds and streams.

Physiology.

The textbook in physiology takes up the subject from the standpoint of hygiene, as well as anatomy and physiology. This is supplemented by informal lectures and demonstrations, such as dissections, microscopic work, experiments, and a study of the human skeleton.

Business.

Commercial Law: The aim of this subject is to place such safeguards around the student's commercial engagements as will enable him to avoid litigation and expensive lawsuits, most of which grow out of ignorance of the easily-mastered principles of law governing business transactions. The legal principles governing all honorable commercial relations are presented in practical language. Reference is made to abstracts of actual cases decided by the courts of the land. Various forms of commercial paper are written up by the student. Hypothetical problems are given which present facts as they exist, to which the student is required to apply legal principles in arriving at a conclusion. Some of the most important topics studied are contracts, agency, partnership, bailments, corporations, and negotiable paper. Text used, Whigham's Commercial Law.

Bookkeeping: The student upon entering school is given a position as bookkeeper under the direction of a suppositional proprietor. All incoming papers come to him written out exactly as they were issued by the parties with whom the proprietor has business relations. From these papers, he makes the proper entries according to a strict business routine. He issues all outgoing papers made up from the same data that would be furnished in a business office. The business is continued until he has opened, kept, and mastered all the principal classes of accounts and the uses of business papers. The student is now advanced to a more difficult position—that of keeping a set of books in which all the books of original entry are introduced, using the Cash Book, Sales Book, Bill Books, Journal and

ledger. A partner is admitted, and additional books are introduced, as the requirements of the business demand. Special columns are added from time to time to different books of original entry, and new accounts are introduced. Additional partners are admitted, and special adjustments of interest, gains and losses, etc., are made between them. All phases of debit and credit are introduced. Next follows a series of sets of business propositions, which cover more of the problems met with in the field of Higher Accounting. Comprehensive drills in the use of special columns in the different books of account, with a series of propositions which exhibit the reasons thereof, are practically worked up by the student. The uses of those special columns which are usually found in the distinct lines of commerce and manufacture are exhibited and explained; corporation accounting in all its distinctive features is discussed. The Budget used in instructing the student in the principles of American National Banking contains all the business papers used by the modern bank. Transactions covering all details of the banking business are illustrated. The student performs the duties of the various bank clerks and officials such as Note Teller, Discount Clerk, Collection Clerk, Individual Bookkeeper and others. The work covers two days of actual business in a large National Bank. Statements are prepared, and the proper entries and records in the declaring and paying of dividends are made. The Manufacturing Set given is one of the most up-to-date sets on cost accounting. The Voucher System is fully treated and illustrated through a series of special propositions and statements. This is the most advanced set in the course and requires specialized study. Texts: Miner's Bookkeeping and H. M. Rowe's Corporation and Cost Accounting. What is known as the Budget Method is used. This is a combination of the old Theory method and the Learning-by-doing method, exemplified in the Actual Business system.

Agriculture.

Types and Breeds of Farm Animals: In this course, a study is made of the following types: Horses—draft, general pur-

pose, light road; cattle—dairy, beef and dual purpose; sheep—fine wool, medium wool and mutton; swine—lard, bacon, and intermediate types. The different breeds representing these types are carefully studied. This course includes considerable practical work in judging and scoring. Second term, four hours per week.

Stock Feeding: A study is made of the different feeds, the requirements, of the animal for maintenance and the production of meat, milk, eggs, muscular energy, etc., especial emphasis being placed on the dairy ration. First term, four hours per week.

Poultry Raising: A general course dealing with the problems of housing, yarding, incubating, brooding, and caring for farm poultry. Fourth term, four hours per week.

Stock Breeding: In this course, the fundamental laws governing the animal breeder's methods are studied with the idea of putting them into practical operation in the development of the herd. First term, four hours per week.

Forage Plants: A course dealing with the distribution, adaptation, characteristics, cultivation, improvement, harvesting, and marketing of the principal forage crops, including the legumes of the United States. First term, four hours per week.

Cereals: The principal cereals and other grain crops of the United States are studied with reference to their history, distribution, adaptation, characteristics, cultivation, improvement, harvesting, and marketing; some time is given to selecting, grading and judging of the more important cereals, especially corn. Second term, four hours per week.

Farm Machinery: A study of machinery used on the farm, such as farm implements, gasoline engines, grinders, steam engines, tractors, etc.; special attention is given to the gasoline engine and its troubles. (Not given in 1917-18.) Third term, four hours per week.

Fruit Growing: A general introductory course dealing with the selection of orchard sites, choosing varieties, planting, pruning, tilling, and fertilizing; the field work includes practice in pruning, spraying, and grafting; time is also given to the subjects of thinning, harvesting, and marketing. Third term, four hours per week.

Plant Propagation. A laboratory course dealing with plant

production, propagation by seed, cuttings, grafts, etc., valuable for those intending to do greenhouse work and for the home horticulturist. Fourth term, four hours per week.

Domestic Science and Domestic Art.

Domestic Art: Making garments; using patterns; drafting patterns; cutting and fitting garments; making samples; special stitches; study of textiles. Laboratory; ten hours per week through the year. Counts one Academic credit.

Domestic Science: Preparatory lessons—fruits and vegetables; preserving and canning fruits and vegetables; food and the foodstuffs; food preparation; cereal products; fats and sugars; meats and fish; batters and doughs; breads; salads and desserts; eggs, milk and cheese; planning meals; preparation of meals; serving meals. Theory: Two hours per week throughout the year. Laboratory: Six hours per week throughout the year. Counts one Academic credit.

Manual Training.

This course consists primarily of wood construction. The articles elected by the student to construct range from pencil holders to library tables and kitchen cabinets. In direct connection with the construction of the various articles, the necessary iron work is drafted out and shaped in the smithing shop. Lectures are given on the grinding and sharpening of tools, saw filing, matching, staining, handling of woods, and the reading of working plans. This work counts one Academic credit. Eight hours of laboratory work per week throughout the year.

Part IV.

Schools of
AGRICULTURE
BIBLE
BUSINESS
MUSIC
ART

PART IV. SCHOOLS OF AGRICULTURE, BIBLE, BUSINESS, MUSIC, ART

SCHOOL OF AGRICULTURE.

Many students of finance and economics, as well as of social problems, bankers, lawyers, and ministers of the Gospel are beginning to realize the importance of our agricultural problems and are giving them careful study. Mount Morris College, realizing the situation, in 1906 organized the Department of Agriculture.

For those who may be more or less closely related to rural life as farmers, rural ministers, social workers, or business men, this course is especially valuable. The demand for agricultural education in our high schools and colleges makes it imperative that large numbers of men and women prepare themselves as leaders and instructors. Agricultural leadership is the cry of the age and trained leaders are always in demand.

Equipment.

As a basis for practical work, the department has access to the Experiment Station of the University of Illinois in addition to the College farm which adjoins it. These are located within half a mile of the campus. The station farm has been running for six years under definite systems of both live-stock farming and farming without live stock. The student has a splendid opportunity to obtain the results from these different methods.

The agricultural laboratory is well equipped and is considered second only to that of the State University.

Plan of Courses.

Special Four-Year Work in Agriculture.

First Year.

First Term: Farm Crops 1, General Science, English 1, Elective.

Second Term: Farm Crops 2, General Science, English 1, Elective.

Third Term: Horticulture 1, Physiology, English 1, Elective.

Fourth Term: Horticulture 2, Physiology, English 1, Elective.

Second Year.

First Term: Animal Husbandry 2, English 2, Ancient History, Elective.

Second Term: Animal Husbandry 1, English 2, Ancient History, Elective.

Third Term: Farm Mechanics, English 2, Ancient History, Elective.

Fourth Term: Animal Husbandry 4, English 2, Ancient History, Elective.

Third Year.

First Term: Animal Husbandry 5, Entomology 1, Zoology, Bible.

Second Term: Animal Husbandry 3, Entomology 2, Zoology, Bible.

Third Term: Agriculture 1, Dairy Husbandry, Botany, Bible.

Fourth Term: Agriculture 2, Agriculture 3, Botany, Bible.

Fourth Year.

First Term: Soils, Physics, Elective.

Second Term: Soils, Physics, Elective.

Third Term: Bacteriology 1, Physics, Elective.

Fourth Term: Bacteriology 2, Physics, Elective.

This plan is semi-academic, semi-collegiate in rank. College credit will be given for all agricultural courses taken in the third and fourth years.

Description of Courses.

Animal Husbandry.

1. **Types and Breeds of Farm Animals:** In this course, a study is made of the following types: Horses—draft, general purpose, light road; cattle—dairy, beef and dual purpose; sheep—fine wool, medium wool, and mutton; swine—lard bacon, and intermediate types. The different breeds representing these types are carefully studied. This course includes considerable practical work in judging and scoring. Second term, four hours per week.
2. **Stock Feeding:** A study is made of the different feeds, the requirements of the animal for maintenance and the production of meat, milk, eggs, muscular energy, etc., especial emphasis being placed on the dairy ration. First term, four hours per week.

3. **Dairy Cattle:** A careful study is made of the dairy type, after which the different dairy breeds are considered; the selection of the dairy cow and the herd bull; calf raising; the development of the dairy heifer; the management of dairy cattle, feeding and stabling are carefully studied. Second term, four hours per week.
4. **Poultry Raising:** A general course dealing with the problems of housing, yarding, incubating, brooding and caring for farm poultry. Fourth term, four hours per week.
5. **Stock Breeding.** In this course, the fundamental laws governing the animal breeder's methods are studied with the idea of putting them into practical operation in the development of the herd. First term, four hours per week.

Agriculture.

1. **Farm Management:** This course deals with the business side of farming; it includes a discussion of the advantages and disadvantages of farming, the selection of the farm, organization, equipment, operation, etc. Third term, four hours per week.
2. **Rural Sociology:** A course dealing with rural community problems; the needs of the country school, church, health, sanitation, charitable agencies, and social life are given consideration; special emphasis is placed upon the diagnosing with some effort to suggest remedies; as much time as possible is given to investigational work in the adjoining community. Fourth term, four hours per week.
3. **Agricultural Economics:** A course applying economic principles to the problems of agriculture; a brief study is made of farm organization, farm types, choice of enterprises and systems of rotation, after which farm administration is given due consideration; questions of farm areas and field systems, farm operations and distribution of capital, rentals, credits, marketing, etc., are given a prominent place in the course. Fourth term, four hours per week.

Bacteriology.

1. **General Bacteriology:** A course dealing in a general way with the application of this branch of science to agriculture, household science and sanitary science, giving a general knowledge of the field of microbology which is not

only valuable as training but useful in combating diseases. Third term, four hours per week.

2. **Morphological and Cultural Bacteriology:** A laboratory course which seeks to make real and usuable the facts and methods of bacteriology by a study of typical microorganisms, and the conditions under which they grow; a study is made of some specific and important changes which microorganisms produce in nature, and these principles are applied to problems of fermentation, dairying, soils, animal and human diseases, sanitation and hygiene. Four term, ten laboratory hours per week.

Dairy Husbandry.

Farm Dairying: A course designed to give the beginning dairy student practice in the use of the Babcock Tester, Lactometer and cream separators, as well as a knowledge of the best methods of handling and caring for dairy products. Third term, four laboratory hours per week.

Entomology.

1. **Introductory Entomology:** The class work deals with the insect anatomy development and classification; the laboratory work familiarizes the student with various groups of insects which he must classify, arranging them into a permanent collection. First term, three recitation hours, two laboratory hours, per week.
2. **Farm Crop Insects:** Special emphasis is placed upon life histories of the principal insect pests of the farm, garden and orchard; a thorough knowledge of life history is necessary to an intelligent control of any given insect, and is sought in the work of this course. Second term, four hours per week.

Farm Crops.

1. **Forage Plants:** A course dealing with the distribution, adaptation, characteristics, cultivation, improvement, harvesting and marketing of the principal forage crops, including the legumes, of the United States. First term, four hours per week.
2. **Cereals:** The principal cereals and other grain crops of the United States are studied with reference to their history, distribution, adaptation, characteristics, cultivation, improvement, harvesting and marketing; some time is given

to selecting, grading and judging of the more important cereals, especially corn. Second term, four hours per week.

Farm Mechanics.

Farm Machinery: A study of machinery used on the farm, such as farm implements, gasoline engines, grinders, steam engines, tractors, etc.; special attention is given to the gasoline engine and its troubles. (Not given in 1916-17.) Third term, four hours per week.

Horticulture.

1. **Fruit Growing:** A general introductory course dealing with the selection of orchard sites, choosing varieties, planting, pruning, tilling, and fertilizing; the field work includes practice in pruning, spraying, and grafting; time is also given to the subjects of thinning, harvesting, and marketing. Third term, four hours per week.
2. **Plant Propagation:** A laboratory course dealing with plant production, propagation by seed, cuttings, grafts, etc., valuable for those intending to do greenhouse work and for the home horticulturist. Fourth term, four hours per week.

Soils.

Soil Physics: An advanced course taking up in a systematic and thorough manner the studies of special phases of soil physics and their bearing upon soil management; texture, structure, capillarity, surface tension, and their relations to the moisture content and its movement; soil temperature and the various factors influencing it and its effect upon various physical processes in the soil are included in these studies; the value of organic matter as it affects moisture relations and the microbology of the soil is emphasized. First and second terms, two recitation hours, six laboratory hours, per week.

Laboratory Fees Per Term.

Dairy Husbandry	$1.00
Bacteriology, 2	3.50
Entomology, 1	.50
Farm Crops, 2	.50
Farm Mechanics	.50
Soils	1.00

SCHOOL OF BIBLE.

The leading aims of the Bible courses offered at Mount Morris College are as follows:

First: We aim to furnish an opportunity for every literary student in the institution to carry some Bible subject during at least a part of his school career with the view of developing his spiritual powers in harmony with his intellectual. A systematic development of the three natures of the pupil, physical, intellectual and spiritual, is kept constantly in mind. Every student is therefore encouraged to do some Bible work.

Second: The demand for trained Sunday school teachers is becoming more and more urgent. It is the purpose of the Bible Department of Mount Morris College to offer young people and middle-aged people, who do not have an opportunity to take a course in college, a thorough course in English Bible which will equip them for efficient religious work in Sunday school and other church work in their home communities.

Third: Young ministers and those who are looking toward the ministry will find in our curriculum the branches especially adapted to their needs.

Fourth: In all the courses offered, it is the aim of the instructors to lead the pupil, not only to a knowledge of the historical and doctrinal facts of the Bible, but to broaden and deepen the Christian experience, and create in the heart of each one the ardent desire for the devotional side of religious life. In this, the love for systematic Bible study is fostered, and the student sent out to his life work with the ambition to be a Bible student throughout his whole career.

Sacred Literature Plan.

This course has been outlined with special reference to students preparing for the ministry. However, it is equally adapted to the needs of students preparing for general church work. Entrance requirements are the same as those required for entering College. Mature students may, by special permission from the Faculty, pursue the course without having the entrance requirements, provided they can carry the work in a creditable manner and meet the entrance requirements at or before the end of the first year. Students who have done the work outlined in this course and who have shown themselves active and

efficient in religious work may be granted the degree of Bachelor of Arts.

For enumeration of courses of instruction, see synopsis below.

English Bible Plan.

A thorough knowledge of the English Bible should be the desire of every Christian man and woman. This course has been planned to meet the needs of the general church worker. Anyone with a common school education may enter and pursue the subjects offered. Personal attention by the instructor is given to backward students and those not having had the privilege of a high school education. Special stress is laid upon constructive Bible study. The textbook in most cases is the Bible. References are made to books in the library when considered necessary. Those completing this course will be granted a certificate of graduation.

For enumeration of courses of instruction, see synopsis below.

Tuition is free to students enrolling for the English Bible Course.

Plan of Courses for A. B.

I Year: First Semester—English, Greek, Laboratory Science, Public Speaking. Second Semester—English, Greek, Laboratory Science, Old Testament History.

II Year: First Semester—History, Laboratory Science, New Testament Greek, History of New Testament Times. Second Semester—History, Laboratory Science, New Testament Greek, The Gospels.

III Year: First Semester—Psychology, Education, Apostolic History, Old Testament Prophecy. Second Semester—Psychology, Education, New Testament Epistles, Old Testament Wisdom.

IV Year: First Semester—Philosophy, Old Testament Theology, Church History, Homiletics. Second Semester—Philosophy, Systematic Theology, Church History, Psalms.

Plan of English Bible Work.

I Year: First Semester—O. T. History, Life of Christ, Bible Introduction, English, Public Speaking. Second Semester—O. T. History, Life of Christ, Acts, English, Prayer and Holy Spirit.

II Year: First Semester—O. T. Prophecy, Pauline Epistles,

Church History, History of Missions, Elective. Second Semester—O. T. Wisdom, New Testament Epistles, Church History, Psalms, Elective.

Description of Courses.

History.

Church History: This course covers the history of the Christian Church from the year 100 A. D. to the Protestant Reformation and the two centuries immediately following the Reformation, including a history of The Church of the Brethren. The textbook used is Newman's Manual of Church History. Four hours per week throughout the year.

History of New Testament Times: The history from the Babylonian captivity to the time of Christ is much neglected by the average student; this course covers this neglected field and traces the political, social and religious conditions of the Jewish people to the destruction of Jerusalem, A. D. 70. Four hours per week. First semester.

New Testament.[1]

Life of Christ: It is the aim of this course to make a thorough study of the four gospels for the historical facts pertaining to the life of Christ. The New Testament is the textbook; Volmer's Modern Student's Life of Christ, is used as a help. The student, with the teacher's help, makes a harmony of the gospels, then studies the outline made by himself and writes a Life of Christ, placing in his notebook at proper intervals maps showing the journeys of Jesus. Four hours per week throughout the year.

The Gospels: An introduction to the four gospels, the structure of each, and their harmony are studied first; then the great events and teachings in the life of Christ as they relate to the plan of redemption are carefully considered. Four hours per week. Second semester.

Acts: This is studied from the standpoint of the history of the early church and its development from a narrow Jewish institution into a broad Gentile organization, spreading from Jerusalem to Rome; stress is laid upon the work of

[1] N. T. Greek in the department of Greek: The elements of Greek are studied the first year. The second year the student translates portions of the New Testament and makes an exegetical study of several of the epistles.

the Holy Spirit, in the early church. Two hours per week throughout the year.

Pauline Epistles: The Life of Paul is studied during the first quarter; the student writes a Life of Paul, and places in his notebook maps showing the journeys of Paul. During the second quarter, I and II Thessalonians and Galatians are studied, exegetically. Four hours per week. First semester.

New Testament Epistles: In this course, during the first quarter, several of the general epistles are considered exegetically and devotionally; the last quarter is occupied with the letter of Paul to the Romans. The aim of this course is to secure a knowledge of the doctrine of redemption and the principles that underlie the devotional life of the Christian. Four hours per week. Second semester.

Old Testament.

Old Testament Prophecy: Since this field is a broad one, only a survey can be had in one semester. If, however, the students of any class prefer to devote a year to this subject, they may do so and substitute it for the course in Wisdom Literature. Attention is given to the origin and growth of prophecy, and the work of the prophets in relation to the civil, social and religious condition of the times. The function of the prophet as a preparation for the coming of the Messiah is given due attention. Four hours per week. First semester.

Old Testament Wisdom: This includes a survey of the books of Job, Proverbs, Ecclesiastes, and Songs of Solomon, with a specific study of one of them. Four hours per week. Second semester.

Psalms: The formation of the Psalter, its style and authorship in general are carefully considered; a critical and devotional study of selected Psalms is made, and the results of the study carefully outlined in a notebook. Two hours per week throughout the year in Academy and four hours per week. Second semester.

Theology.

Old Testament Theology: In this the exegetical and historical method is followed. The development of the religion of Israel from the days of Moses to Christ is studied with

constant reference to the scriptures as a basis for conclusions reached. Four hours per week. First semester.

Systematic Theology: A systematic study of the doctrine of God, man, sin, atonement, etc. Four hours per week. Second semester.

Prayer and Holy Spirit: The aim in this course is to lead the student to a clear understanding of the value of the devotional life in all the various walks of life; methods of securing the best results in prayer as set forth in the teaching of the New Testament on prayer, and as exemplified in the prayers of both Old and New Testaments, are studied; a survey of the nature and office of the Holy Spirit is given so as to show the relation of the work of the Spirit to the devotional life. Four hours per week. Second semester.

SCHOOL OF BUSINESS.

The Business Department of Mount Morris College offers a thoroughly modern and up-to-date course for those who wish to teach commercial subjects in the high schools. The student is led, step by step, from the simplest forms of bookkeeping to the most intricate and complex phases of accounting, and hence goes out into the high schools as a master in his line.

The Shorter Course is designed for those who wish to go into an office and do regular bookkeeping. They will find in this course everything necessary to make them efficient, and so enable them to secure a good position and hold it. This course also meets the needs of agricultural students. Every young farmer should have a working knowledge of the essential elements of bookkeeping. Here he is thoroughly drilled in the application of the law of debits and credits, he becomes acquainted with the various bills of exchange and books of entry, and in every way he is prepared to go home and keep a systematic and intelligent account of his own business.

Bookkeeping taken for one year counts one (1) Academic credit; taken for two years it counts two (2) Academic credits.

The advanced course of Bookkeeping, listed in Advanced Business Plan of Courses, will be given College credit to the extent of semester hours actually taken, provided one preliminary year of Bookkeeping has been taken.

Shorter Business Plan of Courses.

First Term: Principles of Bookkeeping, Commercial Arithmetic, English, Penmanship.

Second Term: Bookkeeping, Commercial Arithmetic, English.

Third Term: Bookkeeping, Bible, English, Commercial Law.

Fourth Term: Advanced Bookkeeping, Bible, English, Commercial Law.

Advanced Business Plan of Courses.

First Term: National Banking, Shorthand, English, Commercial Geography.

Second Term:. Accounting, Shorthand, English, Commercial Geography.

Third Term: Advanced Accounting, English, Typewriting, Business Correspondence, American History.

Fourth Term: Advanced Accounting, English, Typewriting, American History, Rapid Calculation.

Description of Courses.

Commercial Arithmetic: The purpose of this course is to give the student a thorough mastery of the principles of business arithmetic; this mastery is acquired through constant repetition of the old in connection with the acquisition of the new; emphasis is placed on the "why" as well as the "how" of the various mathematical calculations. Second semester, two hours per week.

Rapid Calculation: Here quickness and accuracy are sought; an attempt is made to cultivate that quick intelligence which is able to analyze given conditions and determine what should be done in a particular case; special attention is given to rapid methods of addition, short methods of subtraction, multiplication and division, and the shortest and best way of computing interest. Second semester, two hours per week.

Business Correspondence: Practical illustrations are given of up-to-date follow-up systems. Illustrations are given to and worked out by the student, of stock letters, mail order methods, and circularizing; many difficulties are presented to the student in shape of letters of complaint, and he is taught how to handle such correspondence without hurt-

ing the business. Second semester, two hours per week.

Commercial Law: The aim of this subject is to place such safeguards around the student's commercial engagements as will enable him to avoid litigation and expensive lawsuits, most of which grow out of ignorance of the easily-mastered principles of law governing business transactions; the legal principles governing all honorable commercial relations are presented in practical language; reference is made to abstracts of actual cases decided by the courts of the land; various forms of commercial paper are written up by the student; hypothetical problems are given which present facts as they exist—to which the student is required to apply legal principles in arriving at a conclusion; some of the most important topics studied are contracts, agency, partnership, bailments, corporations, and negotiable paper. Text, Whigham's Commercial Law. Four hours per week throughout the year.

Bookkeeping: The student upon entering school is given a position as bookkeeper under the direction of a suppositional proprietor. All incoming papers come to him written out exactly as they were issued by the parties with whom the proprietor has business relations. From these papers, he makes the proper entries according to a strict business routine. He issues all outgoing papers made up from the same data that would be furnished in a business office. The business is continued until he has opened, kept, and mastered all the principal classes of accounts and the uses of business papers. The student is now advanced to a more difficult position—that of keeping a set of books in which all the books of original entry are introduced, using the Cash Book, Sales Book, Bill Books, Journal and Ledger. A partner is admitted, and additional books are introduced, as the requirements of the business demand. Special columns are added from time to time to different books of original entry, and new accounts are introduced. Additional partners are admitted, and special adjustments of interest, gains and losses, etc., are made between them. All phases of debit and credit are introduced. Next follows a series of sets of business propositions, which cover more of the problems met with in the field of Higher Accounting. Comprehensive drills in the use of special

columns in the different books of account, with a series of propositions which exhibit the reasons thereof, are practically worked up by the student. The uses of those special columns which are usually found in the distinct lines of commerce and manufacture are exhibited and explained; corporation accounting in all its distinctive features is discussed. The Budget used in instructing the student in the principles of American National Banking contains all the business papers used by the modern bank. Transactions covering all details of the banking business are illustrated. The student performs the duties of the various bank clerks and officials such as Note Teller, Discount Clerk, Collection Clerk, Individual Bookkeeper and others. The work covers two days of actual business in a large National Bank. Statements are prepared, and the proper entries and records in the declaring and paying of dividends are made. The Manufacturing Set given is one of the most up-to-date sets on cost accounting. The Voucher System is fully treated and illustrated through a series of special propositions and statements. This is the most advanced set in the course and requires specialized study. Texts: Miner's Bookkeeping and H. M. Rowe's Corporation and Cost Accounting. What is known as the Budget Method is used. This is a combination of the old Theory method and the Learning-by-doing method, exemplified in the Actual Business system. Four hours per week throughout the year.

Plan of Courses in Shorthand and Typewriting.

First Term: Shorthand, Typewriting, Principles of Bookkeeping, Grammar, Orthography.

Second Term: Shorthand, Typewriting, Bookkeeping, Orthography.

Third Term: Shorthand, Typewriting, Commercial Law, English, Business Correspondence.

Fourth Term: Shorthand, Typewriting, Commercial Law, English.

Shorthand.

The Gregg System of Shorthand is taught. This system is rapidly becoming the most popular because of its radical

departure from old lines, and the unparalleled success of its writers. After the student has acquired some speed, he is required, in addition to his classroom work, to report lectures, sermons and transactions of public assemblies. Text, Gregg's Manual. Four hours per week throughout the year.

Typewriting.

Each student receives personal instruction upon every point necessary. Students receive constant practice in transcribing their shorthand notes on the typewriter, and as the appearance of the work, as it comes from the machine, is a matter of great importance, the students are continually drilled in writing business letters, commercial papers, and other documents, and are instructed in the most modern and approved methods of arrangement and form, thus learning to prepare each of various papers with neatness and correctness.

Penmanship.

The aim of this course is to develop a smooth, rapid business handwriting. The Palmer Method of Instruction is used in the regular class work, emphasis being placed upon the principles for developing a free muscular movement. The analysis as well as the comparison of the letters is taught, and the necessity of diligent practice is urged upon the student.

THE SCHOOL OF MUSIC.

Mount Morris College presents the opportunity of studying music in a College atmosphere. Its Music School aims at academic standards and methods, and to this end its general plan is modeled. In its regular courses, the School endeavors to supply all the desirable elements of a complete musical education. It becomes increasingly necessary that the musician be other than a mere performer; that he have an intelligent conception of the material of music, a firm grasp of fundamental artistic principles, and a well-defined and discriminating taste. This broad musicianship is as necessary for the cultivated amateur as for one intending to become professional, and all students giving the larger portion of their time to music are strongly urged to take the full work.

The theoretical studies in the full work move in solid year courses and to pursue them advantageously it is advisable that they be entered upon at the beginning of the year. Every year there are students who develop an unexpected musical capacity and who later regret, upon better understanding the situation, that they did not enter at once in a complete course. If in doubt, it is far better to enter a regular course at once and to drop the theoretical studies later, if it be found advisable.

Musical Library.

The School has a reference and circulating library which is placed in the general library in "Sandstone," and is for the especial use of music students during the school year.

Examinations.

Regular examinations are held at the close of each term. The standing of each student is reported and entered on record.

Orchestra.

Each year a College orchestra is formed. This organization is open to all students having the required ability and who are seeking training as well as pleasure in this line of work. The orchestra plays at societies, recitals, etc.

Pianos.

The Schumann and Schiller pianos are used in the school for teaching and practice purposes and for all concerts and recitals.

Advanced Standing.

Students frequently enter the school sufficiently advanced as players or singers to enter the second or third year of the regular course, but are prevented from doing this by a lack of preparation in theoretical studies. If such students enter the first year of the theoretical course, their program is not retarded; but it would be to their advantage to make special preparation in theoretical studies in the hope of qualifying for more advanced standing. Candidates for the second year's work must be able to play all major and minor scales readily, identify all keys either from the printed page or from the keyboard, to play at sight hymns and pieces of the difficulty of a sonatina.

Student Recitals and Solo Classes.

Frequent recitals are given by the students to accustom them

to public appearance and as an incentive to more diligent application. The Solo Classes are of an informal character and are of value to those troubled with nervousness in performing before others.

Practice Periods and Private Lessons.

Private lessons lost by students will not be made up when caused by carelessness on their part. In case of illness when due notice is given, special lessons will be arranged by the instructor.

Credit.

Academic credit will be given for History of Music, Harmony and Music Appreciation. Music Appreciation is based upon the standard choruses and instrumental selections from the works of the great composers of each epoch, with instructions in Elementary Theory, Sight Singing, and Ear Training (one year).

College credit will be given for Counterpoint, Harmony, and History of Music (listed under Group III); College credit in these will amount to the actual number of semester hours taken.

PIANO DEPARTMENT.

The general plan for instruction is as follows: A systematically developed technical foundation is the first requisite in modern pianoforte playing; this is attained by means of a carefully selected and graded set of exercises and studies, designed to bring about that mental control of the muscles without which artistic results cannot be obtained. At the same time, the musical development of the student receives especial care. In the regular course, Bach and Czerny are the principal aids to technical advancement. For musical purposes, the works of Mozart, Beethoven, Schumann, Schubert and Chopin are chiefly used. Clearness of conception, distinctness of phrasing, variety of tone, good rhythm, and technical accuracy are the main points insisted upon. Interpretation becomes a special object and the individual characteristics of each of the great tone poets must be studied.

The work of the Piano Department is divided into three groups: I. Preparatory. II. Academic. III Collegiate.

Plan of Courses for Group II:

Ear Training, one hour per week, one year. Harmony I, two hours per week, one year. History of Music, three

hours per week, one year. Applied Music, two half hours per week, one year. Solo Classes and Concerts. College or Academy Study. Physical Culture—optional.

Plan of Courses for Group III:

Ear Training, one hour per week, one year. Harmony II, one hour per week, one year. Counterpoint, one hour per week, one year. Applied Music, two half hours per week, one year. Solo Classes and Concerts. College or Academy Study. Physical Culture—optional.

Description of Courses.

Theory: Elementary theory treating of every detail of music notation; advanced theory dealing with the higher forms of composition; the orchestra; with its instruments and acoustics, so far as it has direct bearing upon music.

Ear Training: Melodic and rhythmic dictation within the key; triads in all forms; modulations to near related keys.

Harmony I: Scales, intervals, formation of triads and sept chords, inversions and coderees; chord reading combined with analytical study of hymn tunes. First semester, two hours per week. Staff work, primary and secondary triads, the dominant and leading tone sept chords; analytical study of the Mendelssohn's Songs Without Words. Second semester, two hours per week.

Harmony II: Advanced work based upon C. W. Chadwick's Modern Harmony; harmonization and modulation; composition—original themes dictated from the piano with drill in methods of notation and ear training; discussion of the harmonization and elaboration of the musical materials. Students are thrown upon their own resources as much as possible in this course. One hour per week throughout the year.

Counterpoint: Various species of counterpoint in two, three, or four parts; analytical study of Bach inventions and Beethoven Sonatas. One hour per week throughout the year.

History of Music: This study gives the student a general idea of music from early antiquity to the present time. The biographies of the masters in music are studied. Text, Baltzell's. Three hours per week throughout the year.

VOICE DEPARTMENT.

Glee Clubs.

As soon as possible after the opening of school, two glee clubs, one for women and one for men, will be organized from the best voices in school. These clubs meet once or twice a week for rehearsals and often appear before the literary societies and elsewhere in public performance.

Choral Society.

This chorus is composed of the two glee clubs and others who are capable singers. Only the best choral music and cantatas are studied. Public concerts are given during the year by this society.

PROFESSIONAL PLAN OF COURSES.

The following courses as outlined give a solid foundation for future specialization or Conservatory training. They are especially recommended to those who expect to teach. A diploma is awarded upon their satisfactory completion.

First Year.

First Term: Vocal Class, Elementary Theory, Ear Training, Voice, Piano, and one literary study.

Second Term: Vocal Class, Elementary Theory, Ear Training, and Solfeggio, Voice, Piano and one literary study.

Third Term: Chorus singing, Harmony, Ear Training and Solfeggio, Voice, Piano, and one literary study.

Fourth Term: Chorus Singing, Harmony, Ear Training and Solfeggio, Voice, Piano and one literary study.

Second Year.

First Term: Chorus Singing, Harmony, Introductory History of Music, Leaders' Class, Voice, Piano.

Second Term: Chorus Singing, Harmony, History of Music (Baltzell's), Leaders' Class, Voice, Piano.

Third Term: Chorus Singing, Harmony and Composition, History of Music, Advanced Theory, Voice, Piano.

Fourth Term: Chorus Singing, Harmony and Composition, History of Music, Advanced Theory, Voice, Piano, Normal Work.

Description of Courses.

Voice Culture: Students are taught Principles of Breathing,

Relaxation, Elementary Vocalization and Tone Placing, Resonance, Enunciation, Root's Song Studies and Vocalizes, Songs of Easy Compass, Interpretation, Concones' Exercises, Songs and Arias from the Oratorios. All voice students should take Ear Training. Two lessons per week each, in voice and piano, are required for the Professional Plan.

Vocal Music: In this class, students receive instruction in theory and practice in singing; a thorough study is made of scales, key signatures, measure, intervals, etc.

Solfeggio: The leading educators in music recognize Solfeggio or Sight Singing as a most practical study and the surest way of acquiring the ability of singing "at sight." Two hours per week are required.

Leaders' Class: Before entering this class, the student should have a thorough knowledge of the rudiments of music. Instruction is given in directing a congregation or body of people in song.

SCHOOL OF ART.

It is the design of this department to provide training for those who wish to make a profession of art and to stimulate and assist those who wish to devote but part of their time to its study as a means of general culture. A further design is to aid in arousing a love of beauty and its proper appreciation in the fields of nature and art.

A large studio, well-lighted and equipped with easels, models, and studies from the masters, is located on first floor of College Hall. The walls are covered with pictures in both oil and water color. China cabinets are filled with choice specimens of the decorative art done either in naturalistic or conventional style. Dinner sets, tankards, vases, jardiniers, all call for admiration and arouse a desire to more beauty in the everyday activities of life.

Many find it to their advantage to take courses in art while pursuing a regular College course. Art students likewise are permitted to take work in the College.

During commencement week, an annual exhibit of meritorious work is held. This has come to be one of the attractive events of the school year and is attended by a large number of visitors.

Instruction is given each afternoon of the week. Landscape

painting is given to advanced pupils during the spring term. Equipment is rented to those who do not care to purchase an outfit. To such as desire, instruction is given in the proper firing of china and in the management of kiln.

Lessons in oil, water color or china, per lesson of three hours, fifty cents.

This "School" is a distinct part of the institution and no College or Academic credit is given for work done in it.

Part V.

ORGANIZATIONS AND GENERAL ACTIVITIES

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THE LITERARY SOCIETIES.

Nearly everyone is called upon at various times in his life to discuss some subject or to express his views upon a proposition in the presence of a gathering or organization. This situation may arise in church or Sunday school work, at a meeting of business men, educators, or agriculturists, in fact, in any vocation of life. Men of prominence and experience testify that much of their best training in public speaking was received through active participation in the work of a good literary society.

Mount Morris College offers an opportunity for obtaining valuable practice in public work in any one of its three literary organizations: The Philorhetorian Society, the Amphictyon Society and the Ciceronian Club. The first two have an active membership, consisting largely of Academic students, while the Ciceronian Club limits its membership to students of College rank. The Philorhetorian and Amphictyon Societies are legally recognized organizations holding charters granted by the state of Illinois.

Each society renders a program weekly or bimonthly, consisting of readings, essays, orations, mock trials, debates, extemporaneous speeches, short dramatic sketches, and other forms of literary activity. Special exercises in parliamentary drill are occasionally conducted. The corps of officers changes a number of times during the school year, giving many the valuable experience of conducting an organization of this character.

In addition to the student officers of each society, elected in each case by the society itself, there is for each organization a faculty adviser, who is also elected by the society members, and whose duties are not ones of superintendence but of counsel and guidance.

Another important phase of this literary work is the social culture to be derived. A number of informal social functions are held during each year where a polish and politeness essential to an individual of culture may be required. Each spring a banquet or picnic is held as a diverting climax to the year's work.

This society work is largely voluntary; however, anyone de-

siring exemption from examinations must, as one requirement, have participated in one literary program each term or four times during the year. Every minute of time spent in literary society work will be amply repaid by the benefits which the student will derive.

NORTHERN ILLINOIS ORATORICAL CONTEST.

The Northern Illinois Oratorical Association includes Mount Morris College, Northwestern College, Wheaton College and Knox College. Every year a representative, chosen by competitive trial, is sent from this College to the Association contest.

PEACE ORATORICAL CONTEST.

Mount Morris College has membership in the Illinois branch of the National Peace Association, and sends a representative, chosen by competitive trial, to the oratorical contest of the state. The competitor receiving first place in the State Contest enters the National Contest.

PROHIBITION ORATORICAL CONTEST.

Mount Morris College is a member of the Illinois Prohibition Association and holds annually a Prohibition Oratorical Contest. Prizes in money are offered and the winner in this local contest enters the State Contest and there has opportunity, if winner, of entering the National Contest.

STUDENTS' ASSOCIATION.

The Students' Association, or Council, was organized in January, 1912. The purpose of this organization is to bring all students together and unify their efforts in behalf of a larger College life. The task of getting together after the destruction of "Old Sandstone" was the first mission of the organization.

Since then, it has solved the problems which have arisen in the various class and inter-class contests. It arranges entertainments and receptions for the new students. At the several called meetings of each year, it deliberates concerning critical and pertinent topics concerning student activities. Last year it took the initiative in arranging the Booster number of the Bulletin and this year the school as a unit is working, through the Association, in publishing the College annual, "M. M. C. Life." The Association desires that every student feel that there

are no upper powers among them that dictate and rule, but that each one has a voice and a vote in the direction of the student activities.

From this time forward no student of Mount Morris College will be allowed to wear the college letter "M" unless he has been awarded same for meritorious service to the college in some recognized branch of sport or literary activity. This resolution was adopted by the Students' Association May, 1917, and confirmed by the faculty.

STUDENT GOVERNMENT.

The disciplinarian system in the dormitories is that of student government. The student body of each dormitory meet, organize, adopt rules and regulations for the ordering of conduct within the building. They elect officers, two commissioners for each floor. These officers in turn organize and elect a President, a Vice-President, and a Secretary, and maintain order in the building in accordance with the regulations adopted. They endeavor to inspire rather than rule; they promote amicable relations in keeping with the general spirit of democracy and equality which is at the root of this system of autonomous student administration.

The Faculty, however, exercise a general supervision of all school deportment.

DEVOTIONAL ACTIVITIES.

One of the aims of the Mount Morris College is to inculcate Christian ideals. Various religious services and activities are conducted.

Church.

Sunday School and two church services are held every Sunday in addition to midweek Prayer Meeting. These services the students are expected to attend.

Chapel.

Every morning of the school week, a Chapel Service is held, which is primarily devotional, but which also includes many interesting lectures and addresses by men and women in public life. This service is also the medium for the making of announcements and for the welding of community feeling and College spirit. It is a tie that binds. Occasionally, the second or non-devotional half of the service is given over to class and

similar activities. Attendance at Chapel is required; a record is kept of such attendance and no student with over a certain number of absences is excused from examination.

Missionary Organizations.

There are two missionary organizations. The College Missionary Society is a strong active organization. Since 1902, it has supported as its representative in India, Daniel J. Lichty, of the class of 1902. The College Mission Band is composed of volunteer members who are preparing themselves by organization and study for possible missionary work.

COLLEGE LECTURE COURSE.

The College sustains a regular first-class lecture course from year to year. This course affords an opportunity to hear some of the ablest speakers and best musical companies in America. It constitutes an important auxiliary to the work of the classroom.

Our course for the year 1916–17 was one of the largest lyceum courses offered in the state of Illinois. It consisted of sixteen numbers. This course is open to students and citizens of Mount Morris and immediate community for the small sum of $1.50. The following is the course offered during the past year:

LECTURE COURSE 1917–1918.

Metropolitan Serenaders	Oct. 15
Royal Hungarian Orchestra	Oct. 29
Kaffir Boys	Nov. 1
Dr. Seibert	Nov. 20
Kean	Nov. 29
Detective Loose	Dec. 3
Dudras	Dec. 13
Newsome Concert Co.	Dec. 18
Georgia Jubilee Quartette	Jan. 4
Cosmopolitan Ladies Quartette	Jan. 16
Bostonian Sextette	Mar. 2
Mount Morris Band	Mar. 22
Lee Francis Lybarger	Mar. 28
The Castle Squares	Apr. 9
Montaville Flowers	Apr. 15
College Music Department	May 3
Ralph Parlette	May 7

RECITALS AND SOCIAL ACTIVITIES.

Recitals are frequently held in the College Auditorium. These are of great value to students in Music and Public Speaking, in making them accustomed to appearing in public, and at the same time they furnish other students (as well as townspeople and visitors), pleasant entertainment and an opportunity to cultivate a taste for literary expression and good music.

Various social affairs, such as general College receptions, receptions by particular departments, etc., take place on occasions in the College Auditorium, the Chapel Auditorium, and the Social Hall in "Old Sandstone."

Social activities are promoted and chaperoned by the Social Committee of the Faculty.

THE ATHLETIC DEPARTMENT.

Each year a limited number of basket ball games are scheduled with high schools and colleges. The men representing the school are selected during several try-outs which begin early in the fall. On account of the large number of candidates for the first team, a careful system of "examination and elimination" is conducted until the best players are found. Then a second team is selected to give practice games during the season. The unsuccessful candidates for these teams combine into "fives" and enter the basket ball tournament. There are usually two classes, an A Class constituting those of considerable ability, and a B Class in which those who have had little experience may enter. The winning team in each class is given a handsome silver cup. The girls are also organized into teams and play during the winter months.

At the close of the basket ball season, the gymnasium is used for baseball practice.

Another popular phase of athletics is tennis. There are three good clay courts and two grass courts in the campus. These are always in use in the fall and spring. During the last month of school, a tournament open to all students is held; the winners receiving pennants as prizes.

LIMITATION OF OUTSIDE ACTIVITIES.

In order to limit the outside activities in which a student may take part, a system of points shall be adopted.

No student who carries four courses may have more than 16 points in outside activities, except by permission of the faculty.

No student who carries five courses may have more than eight points in outside activities, except by permission of the faculty.

Those desiring to enter more than the maximum amount of outside activities may present a petition for the same to the faculty. Points to be given are as follows:

Student teachers	12 points
Student assistants	5 points
Intercollegiate debate	12 points
Inter-society debaters	4 points
Y. M. & Y. W. Presidents	10 points
Y. M. & Y. W. chairmen of religious meetings committees	6 points
Y. M. & Y. W. Committee Chairmen	4 points
Y. M. & Y. W. Secretaries	3 points
Editor of Campus	12 points
Business Manager of Campus	8 points
Reporters for Campus	1 point
Editor of Annual	10 points
Ass't. Editor of Annual	10 points
Business Manager of Annual	10 points
Member of Annual Staff	5 points
Editor of Cynosure	5 points
Members of Cynosure Staff	1 point
Treas. of Athletic Association	1 point
Members of College Track, Base, Basket Ball, and Tennis teams	3 points
Member of Executive Body of Students' Association	1 point
Pres. of Volunteer Band	4 points
Pres. of Student Association	4 points
Pres. of Class (College or Academy)	2 points
Member of College Male Quartette	8 points
Volunteer Band Deputation Work	2 points
Outside Labor (Not to take class time)	1 point per hour. Maximum 12 hours per week.

HONORS.

1. All honors shall be of the nature of honorable mention as further described below.

2. Such honorable mention shall be based upon general excellence and not upon excellence in any one subject. Furthermore, it shall be limited to the College proper and the Academy and no honors shall be given for special excellence in any one department or school.

3. The time for granting such honorable mention shall be the conclusion of the Academic course, the end of the Sophomore year in College, and the conclusion of the entire College course. All Sophomores who may be candidates for such honors shall be regular in their work.

4. Any student who is to receive honorable mention in the work of the Academy must have a general average not lower than A and no grade lower than B in the last two years of his course, and no grade in any subject lower than C in the first two years. For honorable mention in the work of the College, every candidate must have a general average not lower than A and no grade lower than B in any subject.

5. Candidates for honorable mention in the work of the Academy shall be in residence during their last year, at least, and in case credits are transferred from other institutions such institutions shall be of recognized standing and fully accredited by our State University, or other State Universities. Candidates for honorable mention in the work of the College must be in residence during their entire course and in no case may credits be transferred from other institutions.

6. Such honorable mention shall be printed upon the Commencement program as follows:

(A) "Special honors are given to the following students for general excellence in the work of the entire College Course."

(B) "Special honors are given to the following students for general excellence in the work of the first two years of the College."

(C) "Special honors are given to the following students for general excellence in the work of the Academy."

Part VI.

GENERAL REGULATIONS; LIVING ARRANGEMENTS; EXPENSES

PART VI. GENERAL REGULATIONS; LIVING ARRANGEMENTS; EXPENSES.

Parents are urged to give the President the fullest information about their children, so that he may best serve their interests.

Reports of the students' work are sent to the parents at the end of each term. Special inquiries will always be cheerfully answered.

All students are expected to deport themselves as ladies and gentlemen and to comply readily with whatever regulations may be deemed necessary for the welfare of the individual or of the entire student body. They are received only on these conditions. Should the deportment of any student become a hindrance to others, he will be asked to withdraw.

Visitors are always welcome and should report to the President so that provisions may be made for their entertainment.

Students will provide their own blankets, towels, and soap. Many bring with them a few little furnishings and conveniences, which, though not necessary, do add much to the comfort and coziness of a room.

Beds for men have sheets, pillows and cases.

Beds for ladies have same and comforters.

All should be supplied with sufficient clothing before leaving home. Modest attire is recommended for all. Members of the Church of the Brethren are expected to observe the order of the church with reference to plain dressing. They are also requested to bring a church letter with them.

Because of their evil effects, the following are forbidden: Using tobacco on the college premises, using or handling intoxicating liquor, card playing, and gambling.

Nonresident students who wish to room or board elsewhere than in the College buildings will first make proper arrangements with the College management.

Persons wishing to keep college students as roomers or boarders will first arrange with the College management.

Students leaving school before the end of a term must secure a written permit from the President and consult with the Business Manager.

Expenses.

Tuition, board and furnished room with heat:	
For the year (thirty-six weeks)	$225.00
For one term (nine weeks)	60.00
Tuition for one term	17.50
Library fee—per semester	1.50
Gymnasium fee—per semester	1.00
Fee for late registration	1.00
Fee for change of registration after first week of term	1.00

Electric lights in the dormitories are paid for by the students.

Tuition in the above is for the College, the Academy and the "Schools."

Special tuitions are given under the discussion of special courses. Students paying for less than full term will be charged at a higher rate.

Furnished rooms as quoted above are for two students to a room. A student who occupies a room alone will pay extra room rent at the rate of 45 cents per week for the first and fourth terms, and sixty cents per week for the second and third terms. Students, themselves, arrange for roommates, but the Business Manager will assist if requested to do so. In case the dormitories are crowded, students rooming alone must take roommates. Students may room alone in single rooms.

The prices that include board and room mean board and room at the College.

Holiday room and board are not included in the rates quoted here.

A deposit of $2.00 is required of each student for the key and for the proper care of the room and furniture. This will be refunded when the key is returned and the room is left in proper condition.

Those students not taking full work will be charged one-third tuition for one study and two-thirds for two studies. Bookkeeping and Shorthand are each equivalent to two studies.

Terms.—All quotations given in this catalog are strictly cash in advance. No other settlement can be made except by special arrangement with the Business Manager or Board of Trustees.

Laboratory and Special Fees.

College Diploma	$ 5.00

All other diplomas	3.00
	Semester.
Manual Training	$2.00
Academy Botany	1.50
College Botany	2.00
College Biology	2.00
College Chemistry, including breakage deposit of $2.00	$ 7.00
Academy Physics	3.00
College Physics	4.00
Domestic Science (Cooking)	3.00
Typewriter Rent	6.00
Instrumental Music:	
1 lesson per week	18.00
2 lessons per week	30.00
Vocal Music:	
1 lesson per week	18.00
2 lessons per week	30.00
Piano Rent:	
1 period per day	3.00
2 periods per day	6.00
Sight Reading	6.00
Harmony:	
Private lessons, one per week	10.00
In class not to exceed four pupils, two lessons per week	16.00
Counterpoint Canon and Fugue:	
Private Lessons, one per week	10.00
In class not to exceed four pupils, one lesson per week	9.00
Composition—same as Counterpoint.	
History of Music:	
In class, one lesson per week	3.00
Agriculture:	
Dairy Husbandry	1.00
Bacteriology, II	3.50
Farm Crops, II	.50
Entomology, I	.50
Farm Mechanics	.50
Soils	1.00

Part VII.

ENROLLMENT

PART VII. ENROLLMENT

COLLEGE STUDENTS.

Seniors.

Blough, Jennie	Waterloo, Iowa
Bonar, Hugh	Mount Morris, Ill.
Byer, F. J.	Mount Morris, Ill.
Eisenbise, Forrest	Chicago, Ill.
Eisenbise, Viola	Chicago, Ill.
Gibson, I. J.	Mount Morris, Ill.
Long, Harvey	Mount Morris, Ill.
Mummert, Ethel	Astoria, Ill.
Summer, Benjamin	Polo, Ill.
Shirk, Lizzie	Mount Morris, Ill.

Juniors.

Blough, John	Waterloo, Iowa
Bailey, Parke	Forreston, Ill.
Fahrney, Ralph	Twin Falls, Idaho
Fearer, Rhoda	Oregon, Ill.
Frantz, Roy	Sterling, Ill.
Frantz, Velma	Fruita, Colo.
Gibbel, Paul	Girard, Ill.
Kessler, Edna	Mount Morris, Ill.
Kimmel, Elizabeth	Sheldon, Iowa
LaRue, Jesse	Astoria, Ill.
Mahan, Walter K.	Omaja, Cuba
Miller, Forrest	S. English, Iowa
Miller, Lawrence	S. English, Iowa
Miller, Mabel	S. English, Iowa
Seeley, Chas.	Rochelle, Ill.
Shaw, Howard	Mount Morris, Ill.
Stover, Emmert	Mount Morris, Ill.
Trostle, Etha	Franklin Grove, Ill.
Van Dyke, Irene	Chicago, Ill.
Wagenman, Ira	Bisbee, N. Dak.
Zimmerman, Milo	Mount Morris, Ill.

Sophomores.

Bechtold, Paul	Girard, Ill.
Brower, Elva	S. English, Iowa

Butterbaugh, Andrew	Mount Morris, Ill.
Butterbaugh, Bertha	Mount Morris, Ill.
Culler, Merle	Mount Morris, Ill.
Lahman, Galen	Franklin Grove, Ill.
Royer, Lucille	Dallas Center, Iowa
Sherrick, Paul	Mount Morris, Ill.
Stine, Thayer	Mount Morris, Ill.
Stoner, Vine	Shannon, Ill.
Waddelow, Walter	Mount Morris, Ill.
Wirt, Florence	Lewiston, Minn.

Freshmen.

Axton, Alice	Mount Morris, Ill.
Barnes, Gladys	Mount Morris, Ill.
Bradfield, Mary	Monroe Center, Ill.
Clark, Bernice	Monroe Center, Ill.
Clark, Vera	Monroe Center, Ill.
Davis, Eugene	Waterloo, Iowa
Dierdorff, Russell	Mount Morris, Ill.
Eyster, Kenneth	Kings, Ill.
Fitz, John	Panora, Iowa
Glotfelty, Grace	Waterloo, Iowa
Grady, Howard	Mount Morris, Ill.
Heckman, Clarence	Polo, Ill.
Hersch, Elsie	Waterloo, Iowa
Hersch, Mae	Waterloo, Iowa
Herschberger, Verda	Waterloo, Iowa
Johnson, Ried	Oregon, Ill.
Lehman, Helen	Franklin Grove, Ill.
Lipscomb, Bessie	Medicine Lake, Mont.
Long, Harvey	Mount Morris, Ill.
Long, Roy	Mount Morris, Ill.
Maust, Neva	Waterloo, Iowa
Mitchell, Eugene	Leaf River, Ill.
Noble, Marion	Mount Morris, Ill.
Price, Galen	Polo, Ill.
Paul, Clifford	Mount Morris, Ill.
Prowant, Frances	Chadwick, Ill.
Redenbo, O. B.	Mount Morris, Ill.
Root, L. H.	Mount Morris, Ill.
Rosecrans, Miriam	Ashton, Ill.
Sargent, Lutie	Chicago, Ill.

Shull, Merlin.....Virden, Ill.
Shutt, Sarah.....Girard, Ill.
Slaughter, Julia.....Mount Morris, Ill.
Snowberger, Anna.....Mount Morris, Ill.
Thomas, Alice.....Mount Morris, Ill.
Thomas, Worthington.....Mount Morris, Ill.
Watt, Margaret.....Mount Morris, Ill.
Wolf, Ervin.....Preston, Minn.

ACADEMY STUDENTS.

Seniors.

Barwick, Mary.....Mount Morris, Ill.
Bubb, Grace.....Astoria, Ill.
Emmert, Emery.....Mount Morris, Ill.
Fouts, Ruth.....Frederic, Iowa
Gerdes, Elberta.....Sterling, Ill.
Gerdes, Margaret.....Sterling, Ill.
Hart, William.....Ashton, Ill.
Hayes, Elmer.....Kings, Ill.
Holden, Royal.....Elsie, Mich.
Martin, Ralph.....Marion, Iowa
Mayer, Alta.....Egan, Ill.
Mishler, Eugene.....Mount Morris, Ill.
Shelly, Maude.....Ollie, Iowa
Snowberger, Stella.....Mount Morris, Ill.
Stoner, Pauline.....S. English, Iowa
Stutsman, Bennett.....Cerro Gordo, Ill.
Swanson, Ethel.....Elgin, Ill.
West, Pearl.....Mount Morris, Ill.
Wine, Blanche.....Lintner, Ill.
Wirt, Ray.....Lewiston, Minn.

Juniors.

Bentall, Loren.....Adel, Iowa
Bradfield, Martha.....Monroe Center, Ill.
Drummond, Bernice.....Ashton, Ill.
Emmert, LeRoy.....Mount Morris, Ill.
Feldkirchner, Oliver.....Dixon, Ill.
Gillman, William.....Ollie, Iowa
Hayes, Helen.....Kings, Ill.
Holmes, Esther.....Kings, Ill.

Lapp, Harry.....Brodhead, Wis.
McCosh, Doris.....Adeline, Ill.
Michael, Francis.....Shabbona, Ill.
Miller, Esther.....Muscatine, Iowa
Plum, Wilbur.....Polo, Ill.

Sophomores.

Blickenstaff, D. L.....Oakley, Ill.
Bollinger, Alma.....Morrison, Ill.
Butler, Maude.....Pearl City, Ill.
Burrows, Bertha.....Mount Morris, Ill.
Culler, Esther.....Mount Morris, Ill.
Dornink, Orpha.....Preston, Minn.
Eby, Paul.....Mount Morris Ill.
Finifrock, Stanley.....Lanark, Ill.
Geiser, Ester.....Froid, Mont.
Gerdes, Galen.....Morrison, Ill.
Gerdes, Wayne.....Morrison, Ill.
Glessner, Fern.....Manfred, No. Dak.
Hood, Ira.....Mount Morris, Ill.
Jones, Ollie.....Eglow, W. Va.
Kappenman, Lulu.....Leaf River, Ill.
Lehman, Samuel.....Dixon, Ill.
Pieper, Anna.....Mount Morris, Ill.
Robertson, Russel.....Winston Salem, N. C.
Smith, Lola.....Sterling, Ill.
Stickler, Goldie.....Ottumwa, Iowa
Stover, Miriam.....Mount Morris, Ill.
Swank, Harry.....Froid, Mont.
Swank, Iva.....Froid, Mont.
Thomas, Cramer.....Mount Morris, Ill.
Wagenman, Dora.....Bisbee, N. Dak.
Wingerd, Paul.....Clarence, Iowa

Freshmen and Unclassified.

Aiken, Katie.....Morrison, Ill.
Bauer, Bessie.....Rushville, Ill.
Bauer, Erma.....Sterling, Ill.
Fike, Ethel.....Chicago, Ill.
Flynn, Madaline.....Morrison, Ill.
Fosha, Orlette.....German Valley, Ill.
Hepfer, Clinton.....Oregon, Ill.

Hepfer, Ethel.....Oregon, Ill.
McCoy, Melvin.....Albia, Iowa
Miller, Elton.....Gale, Iowa
Moss, Eugene.....Unionville, Iowa
Ogden, Gusta.....Unionville, Iowa
Slaymaker, Earl.....Fenton, Ill.
Thompson, Miles.....Kent, Ill.
Vought, Aaron.....Eglow, W. Va.

AGRICULTURE STUDENTS.

Bentall, Loren.....Adel, Iowa
Brower, Elva.....S. English, Iowa
Butler, Maude.....Pearl City, Ill.
Byer, F. J.....Mount Morris, Ill.
Davis, Eugene.....Waterloo, Iowa
Dornink, Orpha.....Preston, Minn.
Drummond, Bernice.....Ashton, Ill.
Emmert, LeRoy.....Mount Morris, Ill.
Eyster, Kenneth.....Kings, Ill.
Finifrock, Stanley.....Lanark, Ill.
Flynn, Madaline.....Morrison, Ill.
Gibbel, Paul.....Girard, Ill.
Gillam, William.....Ollie, Iowa
Hart, William.....Ashton, Ill.
Hayes, Elmer.....Kings, Ill.
Heckman, Clarence.....Polo, Ill.
Hepfer, Clinton.....Oregon, Ill.
Holmes, Esther.....Kings, Ill.
Hill, W. E.....Mount Morris, Ill.
Johnson, Ried.....Oregon, Ill.
Jones, Ollie.....Eglow, W. Va.
Lahman, Galen.....Franklin Grove, Ill.
Martin, Ralph.....Marion, Iowa
Mayer, Alta.....Egan, Ill.
McCosh, Doris.....Adeline, Ill.
Michael, Francis.....Shabbona, Ill.
Mitchell, Eugene.....Leaf River, Ill.
Moss, Eugene.....Unionville, Iowa
Ogden, Gusta.....Unionville, Iowa
Shelly, Maude.....Ollie, Iowa
Sherrick, Robert H.....Mount Morris, Ill.

Shull, Merlin.....Virden, Ill.
Slaymaker, Earl.....Fenton, Ill.
Smith, Lola.....Sterling, Ill.
Stoner, Pauline.....S. English, Iowa
Stoner, Vine.....Shannon, Ill.
Swank, Harry K.....Froid, Mont.
Thomas, Worthington.....Mount Morris, Ill.
Thomas, Cramer.....Mount Morris, Ill.
Thompson, Miles.....Kent, Ill.
Vought, Aaron.....Eglow, W. Va.
Waddelow, Walter.....Mount Morris, Ill.
Wingerd, Paul.....Clarence, Iowa

BIBLE DEPARTMENT.

Bailey, Parke.....Forreston, Ill.
Blickenstaff, D. L.....Oakley, Ill.
Blough, Jennie.....Waterloo, Iowa
Blough, John.....Waterloo, Iowa
Bonar, Hugh.....Mount Morris, Ill.
Davis, Eugene.....Waterloo, Iowa
Emmert, Emery.....Mount Morris, Ill.
Emmert, LeRoy.....Mount Morris, Ill.
Gerdes, Galen.....Morrison, Ill.
Gerdes, Wayne.....Morrison, Ill.
Gibbel, Paul.....Girard, Ill.
Gibson, I. J.....Mount Morris, Ill.
Heckman, Clarence.....Polo, Ill.
Hersch, Elsie.....Waterloo, Iowa
Hersch, Mae.....Waterloo, Iowa
Herschberger, Verda.....Waterloo, Iowa
Hood, Ora.....Mount Morris, Ill.
Hood, W. H.....Mount Morris, Ill.
Jones, Ollie.....Eglow, W. Va.
Kessler, Edna.....Mount Morris, Ill.
Kimmel, Elizabeth.....Sheldon, Iowa
Lahman, Helen.....Franklin Grove, Ill.
Lahman, Galen.....Franklin Grove, Ill.
Lipscomb, Bessie.....Medicine Lake, Mont.
Long, Roy.....Mount Morris, Ill.
Mahan, Walter.....Omaja, Cuba
Maust, Neva.....Waterloo, Iowa

McCoy, Melvin.....Albia, Iowa
Miller, Lawrence.....S. English, Iowa
Miller, Mabel.....S. English, Iowa
Moss, Eugene.....Unionville, Iowa
Ogden, Gusta.....Unionville, Iowa
Plum, Wilbur.....Polo, Ill.
Price, Galen.....Polo, Ill.
Prowant, Frances.....Chadwick, Ill.
Redenbo, O. B.....Mount Morris, Ill.
Royer, Lucille.....Dallas Center, Iowa
Seeley, Charles.....Rochelle, Ill.
Sharp, Angeline.....Egeland, N. Dak.
Sherrick, Paul.....Mount Morris, Ill.
Shutt, Sarah.....Girard, Ill.
Stutsman, Bennett.....Cerro Gordo, Ill.
Summer, Benjamin.....Polo, Ill.
Thomas, Cramer.....Mount Morris, Ill.
Van Dyke, Irene.....Chicago, Ill.
Vought, Aaron.....Eglow, W. Va.
Wirt, Ray.....Lewiston, Minn.
Wolf, Ervin.....Preston, Minn.

BUSINESS DEPARTMENT.

Bentall, Loren.....Adel, Iowa
Fearer, Rhoda.....Oregon, Ill.
Fosha, Orletta.....German Valley, Ill.
Gillam, William.....Ollie, Iowa
Glick, Veva.....Soldiers Grove, Wis.
Grady, Howard.....Mount Morris, Ill.
Hayes, Helen.....Kings, Ill.
Hepfer, Clinton W.....Oregon, Ill.
Hepfer, Ethel.....Oregon, Ill.
Hood, Ora.....Mount Morris, Ill.
Johnson, Ried.....Oregon, Ill.
Kappenman, Lulu.....Leaf River, Ill.
Lehman, Samuel.....Dixon, Ill.
Lipscomb, Bessie.....Medicine Lake, Mont.
Martin, Ralph.....Marion, Iowa
McCosh, Doris.....Adeline, Ill.
McCoy, Melvin.....Albia, Iowa
McLaughlin, Florence.....Mount Morris, Ill.

Michael, Francis.....Shabbona, Ill.
Miller, Elton.....Gale, Iowa
Moss, Eugene.....Unionville, Iowa
Ogden, Gusta.....Unionville, Iowa
Sherrick Robert H.....Mount Morris, Ill.
Slaymaker, Earl.....Fenton, Ill.
Snowberger, Anna.....Mount Morris, Ill.
Swanson, Ethel.....Elgin, Ill.
Thompson, Miles.....Kent, Ill.
Vought, Aaron.....Eglow, W. Va.
Wirt, Ray.....Lewiston, Minn.

MUSIC DEPARTMENT.

Vocal.

Blough, Jennie.....Waterloo, Iowa
Bradfield, Martha.....Monroe Center, Ill.
Byer, Elizabeth.....Mount Morris, Ill.
Clark, Vera.....Monroe Center, Ill.
Crawford, Cornelia.....Mount Morris, Ill.
Davis, Eugene.....Waterloo, Iowa
Geiser, Ester.....Froid, Mont.
Gerdes, Galen.....Morrison, Ill.
Glessner, Fern.....Manfred, N. Dak.
Glotfelty, Grace.....Waterloo, Iowa
Kessler, Edna.....Mount Morris, Ill.
Long, Roy.....Mount Morris, Ill.
Mahan, Walter.....Omaja, Cuba
Martin, Ralph.....Marion, Iowa
McCoy, Melvin.....Albia, Iowa
Mishler, Eugene.....Mount Morris, Ill.
Mitchell, Eugene.....Leaf River, Ill.
Ogden, Gusta.....Unionville, Iowa
Pieper, Julia.....Mount Morris, Ill.
Prowant, Frances.....Chadwick, Ill.
Reber, Nora.....Chicago, Ill.
Redenbo, Sadie.....Mount Morris, Ill.
Sharp, Angeline.....Egeland, N. Dak.
Sherrick, Dorothy.....Mount Morris, Ill.
Shirk, Lizzie.....Mount Morris, Ill.
Stern, Mary.....Mount Morris, Ill.
Swank, Harry K.....Froid, Mont.

Swank, Iva.....Froid, Mont.
Zimmerman, Milo.....Mount Morris, Ill.
Zumdahl, Laura.....Mount Morris, Ill.

Instrumental.

Bauer, Bessie.....Rushville, Ill.
Bauer, Erma.....Sterling, Ill.
Byer, Elizabeth.....Mount Morris, Ill.
Clark, Vera.....Monroe Center, Ill.
Clevidence, Helen.....Mount Morris, Ill.
Eikenberry, Elizabeth.....Mount Morris, Ill.
Fosha, Orletta.....German Valley, Ill.
Geiser, Ester.....Froid, Mont.
Glessner, Fern.....Manfred, N. Dak.
Glick, Veva.....Soldiers Grove, Wis.
Glotfelty, Grace.....Waterloo, Iowa
Hendrickson, Vivian.....Mount Morris, Ill.
Holmes, Esther.....Kings, Ill.
Kessler, Edna.....Mount Morris, Ill.
Light, Ruth.....Mount Morris, Ill.
Long, Lulu.....Mount Morris, Ill.
McCoy, Melvin.....Albia, Iowa
Pieper, Anna.....Mount Morris, Ill.
Price, Margaret.....Mount Morris, Ill.
Redenbo, Florine.....Mount Morris, Ill.
Shelly, Maud.....Ollie, Iowa
Sherrick, Dorothy.....Mount Morris, Ill.
Slaughter, Julia.....Mount Morris, Ill.
Stoner, Pauline.....S. English, Iowa
Zumdahl, Laura.....Mount Morris, Ill.

DOMESTIC SCIENCE AND ART.

Bauer, Erma.....Sterling, Ill.
Blough, Jennie.....Waterloo, Iowa
Butler, Maude.....Pearl City, Ill.
Culler, Esther.....Mount Morris, Ill.
Dornink, Orpha.....Preston, Minn.
Drummond, Bernice.....Ashton, Ill.
Hayes, Helen.....Kings, Ill.
Holmes, Esther.....Kings, Ill.
Hood, Ora.....Mount Morris, Ill.
Kappenman, Lulu.....Leaf River, Ill.

Mummert, Ethel.....Astoria, Ill.
Sargent, Lutie.....Chicago, Ill.
Shelly, Maude.....Ollie, Iowa
Snowberger, Stella.....Mount Morris, Ill.
Stover, Miriam.....Mount Morris, Ill.

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